



**Innovative Application of AI / SOAR as Organization Development  
Intervention (ODI) on Organizational Operation and  
Service Quality Improvement in a Catholic School:  
A Case Study of Assumption College Sriracha**

**Sirichai Fonseka**

A Dissertation Submitted in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Philosophy in Organization Development  
Graduate School of Business  
Assumption University  
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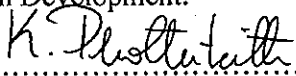
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Dissertation Title	Innovative Application of AI/ SOAR as ODI on Organizational Operation and Service Quality Improvement in a Catholic School: A Case Study of Assumption College Sriracha
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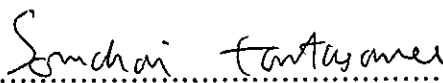
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## ABSTRACT

In this study, Innovative Application of AI / SOAR as Organization Development Intervention (ODI) on Organizational Operation and Service Quality Improvement in a Catholic School, the main objective is to originate an innovative development model of AI for a Catholic school by introducing and analyzing the effect of Organizational Development (OD) intervention on the school service quality. This research applies the AI for a case study of Assumption College Sriracha (ACS).

The AI approach of the action research including Strengths, Opportunities, Aspirations, and Results (SOAR) was applied for the intervention in the school to model the development plan. The research processes of pre-OD, the implementation of OD, and post OD were conducted. At the beginning of the process, the OD workshops were introduced to the multiple groups of teachers and other stakeholders (e.g., stakeholders, students, alumni, other ACS employees) for understanding and collecting organization-oriented information. A pretest survey of service quality (SERVQUAL) was conducted to collect survey data prior to implementing the OD intervention of AI framework on the school's service quality improvement. The intervention of this study is very important for implementing the Appreciative Inquiry Workshop and setting stakeholders' agendas for improving the service quality of tangibles, reliability, responsiveness, assurance, empathy, and fees' return on investment. In the workshop, the participants deliberated their agendas by using the AI framework. They investigated and found ACS's strengths, opportunities, aspirations, and measurable results. After the AI workshop, the SERVQUAL survey was conducted for measuring the effect of the OD intervention.

The results show the improvement of ACS's service quality and support the strategic plan of AI model to the success of the school. Most SERVQUAL indicators were satisfied by the stakeholders. The significant factor of the success was the development plan of school-owned, school-committed and school-implemented, which successfully opened up a strategically important planning process in the school organization which positively looked forward to a promising future. The use of quantitative procedures in data collection and analysis in conjunction with Appreciative Inquiry Approach enhanced the accuracy, credibility and reliability of the findings. This substantiation pointing to the success of AI as a planned change model in OD Intervention literature remains significantly difficult to ignore. For further ODI, the researcher recommended that the originated school development plan can be applied for other Catholic schools which have similar contextual characteristics to ACS. For future research, the study recommended that Appreciative Inquiry as a large-scale OD Interventional methodology should be used in combination with quantitative techniques in order to give credibility to the findings and lastly called on the researchers to look into the possibility of developing a sophisticated service quality scale for exclusive use in school education.

## Acknowledgement

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Sirichai Fonseka

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## CHAPTER 1

### Potential Challenge for Change

In this chapter, the overview of why this study needs to be done is presented. The general information of global economy and local education is reviewed by starting from the globalization of economy and education to a Catholic school in Thailand. Assumption College Sriracha (ACS) is a case study of this research, and is introduced the innovations of Appreciative Inquiry in Organization Operation and Service Quality improvement to its stakeholders. Consequently, the chapter also presents the statement of research problem, research objectives, research questions, hypotheses, scope of studied area, significance of the study, limitations, and definitions of terms.

#### 1.1 Global Context

The concept of globalized educational institutions and discourses developed after the term “globalization” was coined by the economist Theodore Levitt in 1985 to describe changes in global economics affecting production, consumption, and investment (Nelly, 2003). The term was quickly applied to political and cultural changes that affect in common ways large segments of the world’s peoples. One of these common global phenomena is schooling, and the formal education is the most commonly found institution and most commonly shared experience of all in the contemporary world. (Roger and Susan, 2003). However, globalization of education does not mean that all

schools are the same as indicated by studies of differences between the local and the global (Kathryn Anderson-Levitt, 2006).

Globalization of education refers to the worldwide discussions, processes, and institutions affecting local educational practices and policies. The key in the previous statement is the word “worldwide.” This means that events are happening on a global scale that affects national school systems. The image is that of global educational policies and practices existing in a superstructure above national and local schools. Nothing is static in this image. There is a constant dynamic of interaction: global ideas about school practices interact: global ideas about school practices interact with local school systems while, through mutual interaction, both the local and the global are changed. In other the words, this global superstructure is constantly changing (Kathryn Anderson-Levitt, 2006). Nations continue to independently control their school systems while being influenced by this superstructure of global education processes.

What comprises this global education superstructure? There are international organizations that directly and indirectly influence national school systems. There are multinational education corporations and schools. Government and professionals engage in global discussions about school policies. In the first issue of the journal *Globalization, Societies and Education* (2003), the editors stated that globalization of education would be considered as an intertwined set of global processes affecting education, such as worldwide discourses on human capital, economic development, and multiculturalism; intergovernmental organizations; information and communication technology; nongovernment organizations; and multinational corporations. For example, global

discourses exist about the knowledge economy, lifelong learning, global migration and brain circulation, and neo-liberalism. Illustrative of major global institutions affecting worldwide educational practices and policies are the World Bank, Organization for Economic Cooperation and Development (OECD), the World Trade Organization (WTO) and its General Agreement on Trade in Services (GATS), the United Nations, UNESCO and other intergovernmental organizations (IGOs) and nongovernment organizations (NGOs), such as human rights, environmental, and women's organizations. Another factor is the impact on local schools of the development of English as the language of global business (Nelly, 2003).

In the 1990s, the language of globalization entered discourses about schooling. Government and business groups began talking about the necessity of schools meeting the needs of the global economy. For example, the United States' organization Achieve Inc. formed in 1996 by the National Governors Associations and CEOs of major corporations for the purpose of school reform declared that "School is now the front line in the battle to remain competitive on the increasingly competitive international economic stage (Achieve Inc. & National Governors Association, 2003).

The organization provided the following definition of the global economy in a publication title that suggested the linkages made by politicians and business people between education and globalization: "Schools: the Front Line in the Battle for Our Economic Future." The integration of the world economy through low-cost information and communication technologies has an even more important implication than the dramatic expansion of both the volume of trade and what can be traded. Trade and

technology are making all the nations of the world more alike. Together they can bring all of the world's companies the same resources—the same scientific research, the same capital, the same parts and components, the same business services, and the same skills (Achieve Inc. & National Governors Association, 2003). In the same fashion, the European Commission's document *Teaching and Learning: On Route to the Learning Society* describes three basic causes of globalization: the advent of the information society, scientific and technical civilization and the globalization of the economy. All three contribute to the development of a learning society (European Commission, 1998). The growth of worldwide educational discourses and institutions led to similar national educational agendas, particularly the concept that education should be viewed as an economic investment with the goal of developing human capital or better workers to promote economic growth. Consequently, educational discourses around the world often refer to human capital, lifelong learning for improving job skills, and economic development. Also, the global economy is sparking a mass migration of workers resulting in global discussions about multicultural education. Intergovernmental organizations, such as the United Nations, OECD, and the World Bank, are promoting global educational agendas that reflect discourses about human capital, economic development, and multiculturalism. Information and communication technology is speeding the global flow of information and creating a library of world knowledge. Global nongovernment organizations, particularly those concerned with human rights and environmentalism, are trying to influence school curricula throughout the world. Multinational corporations, particularly those involved in publishing, information, testing, for-profit schooling, and

computers, are marketing their products to governments, schools, and parents around the world. Discussions of globalization often refer to societies in contrast to nation states as indicated by the journal title *Globalization, Societies and Education*. This results in references to a global society. The term “societies” is meant to encompass something broader than a nation by including economic and political organizations, civil society, and culture. It is meant to identify groups of peoples sharing similar characteristics who see themselves as connected across the national boundaries. In this definition nations do not disappear but they become subsets of societies. In other words, particular societies might be identified as having similar political forms such as democratic or totalitarian, similar economic organizations, such as market-driven or planned, or similar religions such as Islamic, Buddhist, Hindu, Christian, or Catholic. While the founders of *Globalization, Societies and Education* use the word “societies” in their title in contrast to “nations” or “nation states,” other have chosen the word “civilizations” Ruth Hayhoe and Julia Pan, (1996). How is the study of globalization and education different from the traditional field of comparative education? First, researchers on globalization and education are not drawn exclusively from comparative education though many of those studying globalization are identified with that field. As a new field of study, researchers into the processes and effects of globalization on educational practices and policies come from a variety of education disciplines, including curriculum studies, economics, history, sociology, educational policy, comparative education, and instructional methodologies (Michael Apple, Jane Kenway, and Michael Singh, 2005). Consequently, at least in its initial stages, research in this new field tends to be interdisciplinary. Second, comparative

education has traditionally focused on comparing the educational systems of nations. Referring to the new world for comparative education, Dale wrote that with globalization the world can no longer unproblematically be apprehended as made up of autonomous states, an assumption that had been fairly fundamental to much work in comparative education, indeed, the basis of the comparisons it undertook (Roger Dale, 2005). There are key points of the components of educational globalization including 1) the adoption by nations of similar educational practices such as curricula, school organizations, and pedagogies, 2) global discourses that are influencing local and national educational policymakers, school administrators, college faculties, and teachers, 3) intergovernmental and nongovernment organizations that influence national and local educational practices, 4) global networks and flow of ideas and practices, 5) multinational corporations that market educational products such as tests, curricula, and school materials, 6) global marketing of school education and educational services, 7) the effect of the world migration of peoples on national and local school policies and practices regarding multiculturalism, 8) the current effect of English as the global language of commerce on local school curricula and cultures, 9) global models of religious and indigenous education and educational practices as they scan the latest international league tables of school performance (Patricia Broadfoot, 2003). While world culture theorists present an image of national leaders freely selecting from a global flow of educational ideas, world system theorists see these ideas as being imposed by the economic power of a network of global institutions, such as the World Bank and other aid donors (Kathryn Anderson-Levitt, 2006). The world system theorists consider the globe to be integrated but with two



major unequal zones. The core zone is the United States, the European Union, and Japan, which dominates periphery nations. The goal of the core is to legitimize its power by inculcating its values into periphery nations through national school systems that teach capitalist modes of thought and analysis (Richard Tabulawa, 2003). German political scientist Hans Weiler identifies this relationship between global knowledge and power as involving a hierarchy of knowledge where one form of knowledge is privileged over another. From this perspective, globalization of education is part of an effort to impose particular economic and political agendas that benefit wealthy and rich nations at the expense of the world's poor. Supporting the arguments of world system theorists is postcolonial/critical analysis which stresses that Western schooling dominates the world scene as the result of its imposition by European imperialism and their Christian missionary allies. Simply stated, Western-style schools spread around the globe as a result of European cultural imperialism (Martin Carnoy, 1974; Joel Spring, 2006). However, culturalists stress the existence of different "knowledge" or different ways of seeing and knowing the world and the lending and borrowing of educational ideas. Their position differs from those arguing that there exists a single form of knowledge and those believing that the postcolonial period continues the economic and political power of wealthy nations. This group of theorists believes that local actors borrow and adapt multiple models from the global flow of educational ideas. Culturalists reject the idea that all global organizations are working in unison to promote the same educational agenda. The World Bank and UNESCO, it is argued, sometimes offer different advice to local schools. For instance, the U.S. Agency for International Development (USAID) and

France's international development agency offered different advice to school people in Guinea. In Brazil, the religious education model supported by the Catholic Church differed from the model offered by the World Bank and USAID. As described by Lesley Bartlett, nonpublic educational institutions in Brazil supported an education model that emphasized progressive themes of human development and social justice. Within the South American Catholic Church, as I describe in a later section, this humanitarian education model was influenced by liberation theology. On the other hand, Brazilian public schools under the influence of the World Bank and USAID adopted a human capital model. The result was a striking difference in the teaching of literacy. Many Catholic schools, those influenced by liberation theology, taught literacy in a social and political context. In contrast, Bartlett wrote, the human capital model used in the public schools "studiously avoided the political aspects of schooling, utilize phonics-based instruction, and aver that education can and should contribute to economic development. (Lesley Bartlett, 2007). Culturalists also argue that there is not one world education model but that there are two competing models, which world culture theorists consider the goal of the world education model is preparing students to be workers in the global economy. The first one is the human capital world model. In general, it is supported by many national leaders because it promises economic growth and development. According to world educational culture theorists, it is the one relied upon by national elites. The primary goal of this model is educating workers for competition for jobs in the global economy. The key characteristics of human capital world model consist of the national standardization of the curriculum and standardized testing for promotion, entrance, and

exiting from different levels of schooling. The second model is the progressive education world model. According to this model, it provides more teacher and student control of curriculum and instruction. The main attributes of the progressive education world model include teacher professionalism and autonomy, learning based on students' interests and participation, active learning, protection of local languages, education for ensuring social justice, and education for active participation in determining social and political change (Kathryn Anderson-Levitt, 2006).

Both the human capital and progressive education models are part of the Western educational tradition which became part of the global flow of educational ideas. A criticism of both models is that they support a secular society whose goals are either economic development or economic equity. Missing, for some, are spiritual and religious goals and values. Globally, there are large numbers of religious schools serving Christian, Buddhist, Islamic, Hindu, and other religious communities. In 2007, the Declaration on Rights of Indigenous People, the United Nations estimated that there are 370 million indigenous people existing around the globe in areas of the South Pacific, Asia, Europe, and North and South America. Who are the indigenous people of the world? One definition emphasizes long-term occupancy of a particular geographical area (George J. Sefa Dei, Budd L. Hall, and Dorothy Goldin Rosenberg, 2000). The characteristics of Indigenous people include the close attachment to ancestral territories and their natural resources; self-identification and identification by others as members of a distinct cultural group; and indigenous language, often different from the national language; presence of customary social and political institutions; primarily subsistence-oriented production.

Indigenous nations control their own educational institutions (George J.Sefa Dei, and others, 2000).

World culture theorists present an image of national elites and local groups choosing from a world educational culture while world system theorists and postcolonial/critical theorists stress the use of power to impose educational models. Culturalists stress the importance of the borrowing and lending of educational ideas and their local adaptation. However, the story of the global spread of education is much more complicated and involves choice and imposition. Initially, as postcolonial/critical theorists argue, Western forms of schooling were spread around the globe as the result of European imperialism. Besides a quest for wealth, European colonialists were also motivated by a belief in the superiority of Western civilization and a desire to convert the world's people to Christianity. Convinced of the inferiority of other civilizations and that Christianity was the only true religion, colonialists believed they were helping others by trying to change local religions and cultures. The early diffusion of Western schooling did not include, though the process laid the groundwork for its later adoption, the current human capital world model. The global diffusion of the human capital model occurred after World War II. The work of Christian missionaries does represent one global religious model. In the Americas, the Spanish established an extensive network of churches and schools to convert Native Americans. In North America, the British encouraged Protestant missionaries and school people to convert and educate indigenous people. In both South and North America, physical force was sometimes used to save souls for a Christian God. In Africa, Europeans established schools and sent church

people to win the hearts and minds of those being subjugated. In India, the British made English and education in English-style schools the path for locals into the colonial administration. While the French did not encourage the expansion of European-style schooling for colonized people in Cambodia and Indochina, they did establish schools for the education of the children of their colonial administrators and supported the efforts of religious groups to convert and educate the local population. The Dutch followed a similar pattern in Indonesia (Carnoy, 1974). These flow and network images of globalization have been criticized for portraying individuals as being passive participants or subjects. In the imagery of flows and networks, there is a danger of thinking that a teacher's educational practices are simply a product of the influences of global networks linking education policymakers and intergovernmental and nongovernmental institutions. In reality, local school officials and teachers do not simply dance to the tune of global flows and networks. First, they might give meaning to the influence of global educational policies and practices through the lens of their own cultural perspectives. Second, they might adapt global educational practices to local conditions. And, they might reject or resist global influences. Therefore, UNESCO, OECD and the World Bank propagate the message that some form of multicultural education is needed for adjustment to global education development. (Dollar, D., 2007). In addition, the established industrial powers of the Organization for Economic Co-operation and Development (OECD) and the World Bank reinforce the idea in global networks that the core global curricula should consist of literacy, mathematics, science, and the skills needed for lifelong learning and the tools to use information and data. However, while UNESCO introduces education for sustainable

development and the World Bank's education for the knowledge economy is disseminated, the concept of the Asian century has become popularized in the light of the spectacular economic growth seen in many parts of Asia. Dollar has pointed out that between 1990 and 2005, developing economies of Asia accounted for 44 percent of global economic growth, measured by purchasing power parity. One key outcome of such growth needs to be good economic governance. Such governance provides wide economic opportunities to the populace through measures such as broad-based education policy (Dollar, 2007).

Asia is characterized by diversity rather than uniformity. This diversity is shown in its geographies, its histories, its cultures, its religions and its languages. In 2006, Asia's estimated population was 3,667,774,066 representing 54.6 percent of the world's population. Across the region this population is divided across urban and rural areas – on average, some 40 percent of people live in urban areas and this figure is projected to grow by 2025. The human development index (HDI) is a composite index measuring average achievement in three basic dimensions of human development – a long and healthy life, knowledge and a decent standard of living. While some Asia countries including Japan, Hong Kong, Singapore, Korea (Rep. of), Brunei, and Malaysia were ranked as high development, the majority of Asian countries are ranked as medium development with only four ranked as high development while none is ranked as low development. This kind of broad banding is generally helpful in distinguishing between high, medium and low development but within the medium development countries that

account for most of Asia, the range of HDI values is large: from 0.784 (Thailand) to 0.527 (Nepal) (United Nations Development Programme 2006).

The most remarkable development in assessment towards the end of the 20<sup>th</sup> century has probably been the growth in its use to measure the achievement outcomes of national systems of education, either considered uniquely (in national assessments) or in the context of the performance of other education systems (in international comparative studies of achievement). In terms of results, it is the dominance of students from East Asian countries that is a hallmark of these assessments. The outcomes of the trends in English, Mathematics and Science Study consistently ranked students from Hong Kong, Singapore, Taiwan, Japan and Korea as the top performers. In Grade 4 Mathematics, students from Singapore, Hong Kong, Japan and Taiwan were the top four performers out of 25 countries. Students from countries such as Thailand and Indonesia were ranked towards the bottom of the participating countries (OECD 2011).

Consequently, in the case of Thailand's particular education development, the quality assurance systems have been set up consisting of both internal and external quality assurance. Assumption College Sriracha (ACS) is one of Catholic Schools in Thailand, and needs to be further developed by maintaining the strengths and improving weaknesses of the school. In this study, the researcher applied the SOAR framework for the school improvement. This approach is represented by the acronym SOAR which stands for: Strengths, Opportunities, Aspirations, and Results. One of the fundamental differences between SOAR and more traditional strategic planning models is that broad representations of stakeholders are invited into the SOAR process. SOAR engages the

stakeholders directly in a series of conversations to identify and analyze strengths and opportunities, in order to create shared aspirations, goals, strategies, and commitment to achieving results. While every stakeholder may not be able to participate, each stakeholder group is represented in order to: Identify and build on strengths; connect to and clarify the organization's value set, vision, and mission; discover profitable opportunities that the organization aspires to pursue; determine and align organizational goals and objectives; revise or create new strategies, systems, processes, and structures to support the goals; and implement the plan so it guides everyday decision making and actions (Jacqueline M. Stavros, Gina Hinrichs, 2009).

Another standard of tool of strategic planning, used for decades is called SWOT. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. Although SWOT can be used at any level of an organization, it is traditionally employed at the senior management level. SOAR is also used at the top level of an organization but seeks to include stakeholders at many levels. This is a key difference of SOAR because it engages those employees who are generally not part of the strategic planning process yet can offer invaluable insights into strengths and opportunities of the organization. SOAR and SWOT have a both/and relationship because SOAR leverages the strengths and Opportunities from SWOT as a foundation and then adds aspiration and results. The table below compares and differentiates SOAR and SWOT (See Table 1.1).



Table 1.1 Comparison of SWOT / SOAR Approach

Comparison of SWOT/SOAR Approaches: <i>Both/And</i>		
SWOT		SOAR
<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• Organization's resources And capabilities</li> <li>• Basis for differentiating advantage</li> </ul>	➔	<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• What are we doing really Well ?</li> <li>• What are our greatest assets ?</li> <li>• What are we most proud Of accomplishing ?</li> <li>• What do our strengths tell about our skills ?</li> </ul>
<p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>• Absence of strength; lack of resource or capability</li> <li>• Flipside of a strength; downside of focusing on competitive advantage</li> </ul> <p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• External circumstances that support profit and growth</li> <li>• Unfilled customer needs, new technology, favorable legislation</li> </ul> <p><b>THREATS</b></p> <ul style="list-style-type: none"> <li>• External circumstances that hinders profit and growth</li> <li>• E.g., more competitors, changes to revenue stream, restrictive regulations</li> </ul>	<p>----➔</p> <p style="margin-top: 100px;">➔</p> <p style="margin-top: 100px;">----➔</p>	<p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• How do we collectively understand outside threats?</li> <li>• How can we reframe to see the opportunity?</li> <li>• What is the enterprise asking us to do?</li> <li>• How can we best partner with others?</li> </ul>

Comparison of SWOT/SOAR Approaches: <i>Bath/And – Cont'd</i>		
SWOT		SOAR
<b>THREATS</b> <ul style="list-style-type: none"> <li>External circumstances that hinders profit and growth</li> <li>E.g., more competitors, changes to revenue stream, restrictive regulations</li> </ul>	-- ➔	<b>OPPORTUNITIES</b> <ul style="list-style-type: none"> <li>How do we collectively understand outside threats?</li> <li>How can we reframe to see the opportunity?</li> <li>What is the enterprise asking us to do?</li> <li>How can we best partner with others?</li> </ul>
	+	<b>ASPIRATIONS</b> <ul style="list-style-type: none"> <li>Considering Strengths and Opportunities, who should we become?</li> <li>How do we allow our values to drive our vision?</li> <li>How can we make a difference for our organization and its stakeholders?</li> </ul>
	+	<b>RESULTS</b> <ul style="list-style-type: none"> <li>What are our measurable results?</li> <li>What do we want to be known for?</li> <li>How do we tangibly translate Strengths, Opportunities, and Aspirations?</li> </ul>

Many are familiar with SWOT. However, the discussion here is about how SOAR differs and how to apply SOAR for the organization development. The table below highlights the difference between the two models (see Table 1.2).

**Table 1.2 The Difference between the SWOT and SOAR Models**

SWOT ANALYSIS	SOAR APPROACH
Analysis oriented	Action oriented
Weaknesses & Threats focus	Strengths & Opportunity focus
Competition focus – <i>Just be better</i>	Possibility focus – <i>Be the best!</i>
Incremental Improvement	Innovation & breakthroughs
Top down	Engagement of all levels
Focus on Analysis → Planning	Focus on planning → Implementation
Energy depleting – There are so many weaknesses and threats!	Energy creating – We are good and can become great!
Attention to Gaps	Attention to Results

Another key distinction of the SOAR approach is to identify and expand existing strengths and opportunities rather than drill down on problems, deficiencies, weaknesses, and threats. Dedicating the same amount of time to each of the four SWOT components means spending half of the time thinking about positives (strengths and opportunities) and the other half thinking about negatives (weaknesses and threats). This effort tends to cancel any forward momentum. Research has shown that building on people's strengths can produce greater results than spending time correcting their weaknesses. Gallup Poll researchers, Donald Clifton and James Harter report that in organizations where workers focus on their strengths, productivity is one and one-half times greater than an organization that focuses on weaknesses. Having used SWOT analysis for the previous fifteen years, people tend to look for problems and focus on weaknesses and threats before searching for possibilities. Drained energy and loss of spirit can negatively impact momentum and achieving results (Daly, Alan, Millhollen, Basha, and DiGuilio, Laila, 2007). In SOAR, weaknesses and threats are not ignored. They are reframed and given the appropriate focus within the Opportunities and Results conversation. Ultimately, it becomes a question of balance. Why not spend as much time or more on what you do

well and how you can do more of that? What gives you more energy to take action? What gives you confidence to set a stretch goal? Data now confirms what people knew intuitively; positive emotions resulting from a focus on strengths can promote upward spirals toward optimal individual and organizational performance. The differences between SOAR and SWOT are directly reflected in performance. High performing teams talk to each other differently than low performing teams. High performing teams are more positive, ask more questions, and are more focused outside of themselves. SOAR is a way to help people learn how to have positive and other-focused inquiry (Fredrickson, B., 2009).

The elements of the SOAR framework are spelled out in a one day group session that involved 464 members representing different stakeholders of Assumption College Sriracha (ACS) participating in the workshop. It also served as Appreciative Inquiry (AI) orientation to the participants.

The AI process sketched out the SOAR of Assumption College Sriracha (ACS) as a preparation phase starting in May 2011 to the AI Summit 7 months later. The school has set some highly ambitious targets whose accomplishment will deliver measurable and concrete results. Targets included are: to become no. 1 school in St.Gabriel's Foundation Network in Thailand by 2015, to be approved and awarded by the Office of National Education Standards and Quality Assessment, inspiring model of voluntary reservation for the marginalized sections, shining example of secularism and religious pluralism; and selfless contribution to the education in the country.

## 1.2 Statement of the Problem

Assumption College Sriracha (ACS) is facing with dramatically changed circumstance in the environment. The changes were so swift and sweeping, the school authorities are finding it difficult to comprehend and evolve an adequate response. A few of the critical challenges are enumerated. It is found that in the recent year there have been many international schools located nearer to industrial parks, which would get more advantage than ACS because those schools meet their stakeholders who are working near the business areas. Some of them indulge in luring qualified and competent teachers with attractive compensation and career development opportunities.

Moreover, the robust Thailand economy driven by human intellectual capital in 2015 is known to be having a cascading impact on the current education systems/models in the country. Schools are witnessing increased pressure from the industry demanding high standards in education. Assumption College Sriracha has an embedded potentiality ingrained in tradition and culture to make a significant contribution to the early learning of young students and empower them to succeed in the face of challenge.

The main concern of this research is to formulate a holistic three year Development Plan for Assumption College Sriracha by opening up a new planning process and to study the effect of OD Intervention on the school service quality.

### **1.3 Research Objectives**

The following research objectives are set out as the basic focus for the study.

1. To assess the existing Strengths, Opportunities, Aspirations and measurable Results (SOAR) present in Assumption College Sriracha.
2. To examine the current/Pre-OD Intervention level of Service Quality in terms of stakeholders' satisfaction in Assumption College Sriracha.
3. To determine the impacts of OD Intervention on the Service Quality in terms of stakeholders' satisfaction in Assumption College Sriracha.
4. To originate a three-year Development Plan for Assumption College Sriracha by using Appreciative Inquiry Approach.

### **1.4 Research Questions**

There are critical questions in order to complete the research objectives of Assumption College Sriracha's Appreciative Inquiry approach.

1. What SOAR can be measured in the context of Assumption College Sriracha (ACS) that the three-year Development Plan can be originated for the school mobilizing Appreciative Inquiry (AI) as the Organization Development (OD) Intervention?
2. Are stakeholders satisfied with the OD Intervention activities through the Service Quality or SERVQUAL model at Assumption College Sriracha?

3. How do the OD Interventions impact on the Service Quality and stakeholders' satisfaction with Assumption College Sriracha?

### **1.5 Research Hypothesis**

There are alternative hypotheses which the research expects as presented below.

1. The SOAR model of Appreciative Inquiry (AI) as the Organization Development Intervention (ODI) can be applied for the three-year Development Plan of Assumption College Sriracha.
2. The OD Intervention activities satisfy stakeholders by the Service Quality or SERVQUAL model at Assumption College Sriracha.
3. There is a significant difference of stakeholders' satisfaction with Assumption College Sriracha's service quality between Pre-Organization Development Intervention and Post-Organization Development Intervention.

### **1.6 Purpose of the study**

Assumption College Sriracha (ACS), the one of St.Gabriel's large schools, is facing both internal and external factors in the term of competitiveness and service quality improvement. The ACS school also faces an ineffective planning of asset management. ACS needs to improve all resources which it has for reducing any risky situation of failure education development. However, ACS still has positive potential for

achieving “high development” status of the country such as large buildings, modern technology, qualified teachers, good network of alumni, etc. Therefore, the innovations of Appreciative Inquiry (AI) using the SOAR framework in Organization Development Intervention (ODI) and Service Quality improvement are introduced in this study. The researcher hopes that ACS will get a better opportunity of being one of the top schools of the country and ASEAN countries.

### **1.7 Significance of the study**

In this study, the researcher will test the body of knowledge of Appreciative Inquiry (AI) by introducing the SOAR model to the stakeholders of Assumption College Sriracha (ACS) in the Organization Development Intervention (ODI). Moreover, the researcher will modify and propose the model to other schools which have similar factors around the world, which can apply the tested model for those schools. The researcher believes that ACS faces more uncertainty now than before. The before could mean three years or three months or even three minutes ago, because the amount and speed of uncertainty is increasing. This study will help ensure that each of stakeholders has the confidence, knowledge, and skills to act in a way that is aligned with the school’s values, vision, mission, and goals. There is another important belief in this study: all stakeholders want both success and significance. Stakeholders at all levels want to engage their minds, hearts, and spirits and feel as if their aspirations and achievements connect to the ACS’ works. Stakeholders seek organizations that understand satisfaction and productivity are



tied not just to wages and financial results but also to recognition, learning, and the ability to make a positive difference. They join ACS to have the opportunity to achieve goals that a single individual is unable to achieve. And, they stay with ACS, at least in part, because they perceive that their engagement and work are important and they are making a meaningful contribution. This study will present the SOAR process connects the dots between those individual values and the organizational efforts of Assumption College Sriracha (ACS).

### **1.8 Scope and Limitations of the Study**

The studied organization of this research is a Catholic school, which focusing on a case study of Assumption College Sriracha (ACS). The reasons of why ACS is studied consist of 1) the researcher's exploratory research on ACS' schooling suggests that AI / SOAR as Organization Development Intervention (ODI) be applied for assessing the existing potentials of ACS' service quality improvement; 2) the ODI will create a sense of engagement, empowerment among ACS' stakeholders leading to enhance the greater commitment and loyalty to the school; 3) the possibilities of implementing theories according to the school's potentials of supporting environment. The scope of the study bases on introducing and originating the application of Appreciative Inquiry by using the SOAR framework in the Organization Development (OD) interventions and the SERVQUAL model. One of the important research objectives is about successfully dealing with the problems and difficulties in the traditional annual planning of the school

development. The possible negative impacts of introducing the AI on the school's improvement could be about the difference of standardized perception among stakeholders, which would occur in all theoretical perspectives. In addition of the negative impacts of the researcher's status as the ACS' current principal on the information received from stakeholders. However, not only does the researcher try to reduce the impacts by organizing workshops and trainings on studied stakeholders' knowledge of AI and other related principles to the body of AI knowledge, but also the researcher's outsourcing network such as ABAC Poll research team could help collect data from the target stakeholders and implement the research plan.

## **1.9 Definition of terms**

### **Appreciative Inquiry (AI) Summit**

**Appreciative Inquiry** is a positive, strength-based, participatory methodology that seeks to discover the best in people and their organizations (Robyn Stratton-Berkessel, 2010). In details of these terms, the Appreciative refers to 1) to value; recognize the best in people or the world around us; affirm past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems; 2) to increase in value, e.g., the economy has appreciated in value. And, the Inquire refers to 1) to explore and discover; 2) to ask questions; to be open to seeing new potentials and possibilities (Cooperrider, L.D., Whitney, D., and Stavros, M.J., 2008).

## **SOAR Framework**

SOAR is a strategic planning framework with an approach that focuses on strengths and seeks to understand the whole system by including the voices of the relevant stakeholders. Focusing on strengths means that the SOAR conversations center on what an organization is doing right, what skills could be enhanced, and what is compelling to those who have a stake in the organization's success. The SOAR stands for Strengths, Opportunities, Aspirations and Results. It integrates Appreciative Inquiry (AI) to create this transformational process (Stavros, M.J., and Hinrichs, G., 2009).

## **Organization Development Intervention (ODI)**

**Organization Development (ODI)** is any process or activity, based on the behavioral sciences, that either initially or over the long term, has the potential to develop in an organizational setting enhanced knowledge, expertise, productivity, satisfaction, income, interpersonal relationship, and other desired outcomes, whether for personal or group/team gain, or for the benefit of an organization, community, nation, region, or ultimately, the whole of humanity (McLean N. Gary, 2006).

## **Organization Operation**

Organization Operation is a set of steps in the process which will increase the confidence of stakeholders of Organization Development services in what the field can offer.

## **SERVQUAL**

**SERVQUAL** is the most widely adopted approach in the area of service quality measurement and management, having numerous real-world applications and academic researches. The model may be considered as an extension of the ideal point approach, adopting the “service gaps” theory and the expectancy disconfirmation paradigm (Parasuraman et al., 1994; Zeithaml et al., 1990)

**Tangible** refers to the appearance of physical facilities, equipment, personnel and communication materials.

**Reliability** refers to the ability to perform the promised service dependably and accurately.

**Responsiveness** refers to the willingness to help customers and provide prompt service.

**Assurance** refers to knowing customers’ wants, being courteous and able to inspire confidence.

**Empathy** refers to caring individual/customized attention the school provides its stakeholders.

**Fees** refers to the amount of money, which clients paid to the school

**Gap Analysis** refers to a model that used the gap between consumers’ expectations and perceived performance on service quality.

### **Customer Satisfaction**

**Customer Satisfaction** is the consumer's fulfillment response. It is a judgment that a product or service feature, or the product or service itself, provided (or is providing) a pleasurable level of consumption-related fulfillment including levels of under-or over-fulfillment (Barge, K.J. & Oliver, C. (2003).

### **Service Quality Gap**

**Service Quality Gap** is the difference between customer's expectations of a service and their perceptions of the actual service delivered by an organization (Hill, 1996).

## **CHAPTER 2**

### **Literature Review, Theoretical, Conceptual, and Research Framework**

This chapter is organized according to the definition to Organization Development (OD), Appreciative Inquiry (AI), SOAR framework, customer satisfaction, Service Quality and SERVQUAL, and other related materials. Also, this chapter is about reviewing the previous theories and research on organization as a total system. Organization revitalization is achieved through synthesizing individual, group and organizational goals so as to provide effective service to the stakeholders and community. To enhance organizational effectiveness, the researcher needs to apply Organization Development (OD) for the study.

#### **2.1 Organization Development (OD)**

Organization development (OD) is about planned change. As change has turned into the only constant, many administrators are pursuing change strategies with vigor. OD is a major strategy with a process for leading and managing change at the individual, group, intergroup, organizational, inter-organizational, and large systems levels. This topic includes information on key definitions and OD characteristics, OD principles and practices, and OD action research models.

## 2.2 Definitions and Characteristics of Organization Development (OD)

Egan (2002) explored the range of definitions of Organization Development (OD). While not a comprehensive review, he did identify 27 definitions between 1969 and 2003. Providing all 27 definitions here probably serves no useful purpose. Thus, this section will present a few definitions that express considerably different perspectives. Change, whether planned or unplanned, is often associated with people's understanding of OD. Planned change was incorporated into what was perhaps the first formal definition for OD, that of Richard Beckhard (1969), though many such definitions emerged in that year. Beckhard defined OD as "an effort (that is) 1) planned, 2) organization-wide, and 3) managed from the top, to 4) increase organization effectiveness and health through, 5) planned interventions in the organization's processes, using behavioral-science knowledge." Some within the field are now critical of this definition, asserting that the world in which we live is too complex to plan change. Change, both positive and negative, imposes itself on us from many sources, most of which are beyond our control (Richard Beckhard (1969)). Warren Bennis's (1969) definition positions OD as reactive to change, rather than proactive, as was the case in Beckhard's definition. Bennis also introduced the concept that is still core to the understanding of OD today—namely, organizational culture: "Organization development is a response to change, a complex educational strategy intended to change beliefs, attitude, values, and structures of organizations so that they can better adapt to new technologies, markets, and challenges, and the dizzying rate of change itself." Bennis use four words that are seen today as key

components of organizational culture: beliefs, attitudes, values, and structures (Edgar Schein, 1980). As behaviors and their associated artifacts are readily visible to others, OD can effect change in these relatively easily. However, when organizational change needs to penetrate the underlying beliefs, values, and ultimately, the unconscious assumptions made in the organization, change is much more difficult. This is the challenge that faces OD professionals –how do we peel away the layers of the onion or get to the bottom of the iceberg as the work in an organization? At the same time, because of its greater ease and efficient use of time, efforts to bring about change through OD should not attempt to go deeper than necessary to accomplish the objective (Harrison, 1970). Moving forward, McLagan (1989) also provided a definition: Organization Development focuses on assuring healthy inter- and intra-unit relationships and helping groups initiate and manage change. Organization development's primary emphasis is on relationships and processes between and among individuals and groups. Its primary intervention is influence on the relationship of individuals and groups to effect an impact on the organization as a system (McLagan, 1989). Moving to a more current definition, Cummings and Worley proposed the following definitions: "Organization Development is a system wide application and transfer of behavioral science knowledge to the planned development, improvement, and reinforcement of strategies, structures, and processes that lead to organization effectiveness" (Cummings and Worley, 2005).

Egan identified 10 clusters of dependent variable (or desired outcomes) contained in the definitions:

- Advance organizational renewal



- Engage organization culture change
- Enhance profitability and competitiveness
- Ensure well-being of organization and employees
- Facilitate learning and development
- Improve problem solving
- Increase effectiveness
- Initiate and/or manage change
- Strengthen system and process improvement
- Support adaptation to change

Such a broad set of desired outcomes adds to the complexity of the field of OD, impacting the expectations of OD by organizations and practitioners, which makes for a very challenging environment in which to do OD work (Egan, 2002).

In 2003, Clardy asserted that the field of planned organization change was long equated with organization development (OD). OD proponents were up-front with the bona fides of their approach: full disclosure, informed consent, inclusive participation, and so on. These canons of OD provided the principles and practices that could be applied to any organizational change project. Yet, for a number of years, standing alongside the OD literature were smaller volumes (Zaltman & Duncan, 1977) that did not so neatly fit the OD mold. By these accounts, the geography of organizational change management was bigger than the encompassed by OD (Clardy, 2003).

While some might disagree with the assertions in the preceding paragraph, those assertions are effective in helping readers to clarify their beliefs about the field of OD and

to recognize that there are multiple ways of defining the field. Over the years, OD has been defined and redefined by just about every author who has written about it. Here are a few definitions, organized chronologically, that represent a range of ways to understand OD:

- Organization development is an effort (1) planned, (2) organization-wide, and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned interventions in the organization's "processes," using behavioral-science knowledge (Beckhard, 1969).
- Organization development is a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, and challenges, and the dizzying rate of change itself (Bennis, 1969).
- Most people in the field agree that OD involves consultants who work to help clients improve their organizations by applying knowledge from the behavioral sciences—psychology, sociology, cultural anthropology, and other related disciplines. Most would also agree that OD implies change and, if we accept that shifts in the way an organization functions suggests that change has occurred, then, broadly defined, OD is analogous to organizational change (Burke, 1982).
- Organization development is a systemic and systematic change effort, using behavioral science knowledge and skill, to change or transform the organization to a new state (Beckhard, 1999).

- Organization development is a process that applied a broad range of behavioral science knowledge and practices to help organizations build their capacity to change and to achieve greater effectiveness, including increased financial performance, customer satisfaction, and organization member engagement (Cummings & Worley, 2009).

These definitions imply several key point: First, OD is long-range in perspective. It is not a “quick-fix” strategy for solving short-term performance issues, as employee training is often inappropriately perceived to be. Many managers are becoming acutely aware of the need to move beyond quick and often unworkable solutions for complex organizational problems. Organization development is a means to bring about complex, deep, and lasting change. This may include any domain in the organization that is in need of discovering ways to improve performance. Traditional OD asserts a need for patience and a long-term effort in order to achieve deep and significant change. In many organizations OD is coupled with strategic business planning, a natural fit because both can be long-range in scope (Cummings & Worley, 2009).

Second, OD works best when it is supported by top managers. They are traditionally the chief power brokers and change agents in any organization: top managers often control an organization’s resources and reward systems. Although OD efforts can be undertaken at any organizational level without direct top-management participation, OD is more likely to succeed if it has at least tacit approval from top management (Argyris, 2004).

Third, OD effects change primarily, although not exclusively, through education. Organization development expands people's ideas, beliefs, and behaviors so that they can apply new approaches to old states of existence. Even more important, OD change efforts go beyond employee-training efforts and concentrate on the work group or organization in which new ideas, beliefs, or behaviors are to be applied. Organization development has often been synonymous with organization learning (Bennis, 1969; Kanter 1995; Vail, 1996). Peter Senge says, "A learning organization is a place where people are continually discovering how they create reality and how they can change it. Organization-wide learning involves change in culture and change in the most basic managerial practices, not just within a company, but within a whole system's management. I guarantee that when you start to create a learning environment, people will not feel as though they are in control (Peter Senge, 1990). The words change and learning are often used to mean the same thing. Many OD founders were leading educators. They saw that one of OD's major goals was to innovate and re-invent education. It is important to remember that learning is broader than education, and learning occurs outside classroom settings. For instance, how a manager or consultant models behavior provides an important learning lesson for others, who may be inclined to imitate how their leaders behave (Lippitt, 1975).

Fourth, another OD effort that is interrelated to organization learning is knowledge management (KM). KM focuses on organization learning as it transforms to elicit tacit knowledge and new knowledge that can be organized and used to improve performance. Many case studies on KM as it relates to OD are available in Harvard

Business Review and the Society for Organizational Learning (Cummings and Worley, 2009).

Fifth, OD emphasizes employee participation in assessing the current state and in planning for a positive future state; making free and collaborative choices on how implementation should proceed; and, empowering the system to take responsibility for creating and evaluating results. In this sense, OD differs from other methods that hold managers or consultants responsible for the success or failure of a change effort. In OD, at its best, the entire system is accountable rather than just management. Further, in OD, everyone in an organization who is affected by change should have an opportunity to contribute to—and accept responsibility for—the change. Organizational effectiveness and humanistic values meet as employee ownership of processes and outcomes increases. Although early OD contributors did not focus on business effectiveness, it has become equally important in OD ideology over the past decade (Gottlieb, 1998). OD is not a toolkit filled with canned tricks, piecemeal programs, gimmicks, and techniques. Only total transformation will help companies and people master change. Consultants reduce their chances for success if they rely on cookbook approaches to change. One size does not fit all. One approach to change, as listed in a step-by-step model, does not work with all groups, corporate cultures, national cultures, or people, unless the approach is designed for guidance, is understood to be flexible, and is subject to adaptation to the needs of the group and the culture in which the intervention is being used. OD is not about short-term manipulation to achieve immediate financial gains. Using OD in such a way ensures failure. Instead, OD provides an adaptable and real-time discipline for living

systems that require information sharing to govern next moves and adjustments. It is interactive, relational, participative, and engaging (Rosabeth Moss Kanter, 1995).

The following perspectives can be drawn about the core characteristics of OD (McLean, 2001):

- OD is an interdisciplinary and primarily behavioral science approach that draws from such fields as organization behavior, management, business, psychology, sociology, anthropology, economics, education, counseling, and public administration.
- OD is rooted in the behavioral sciences; long range and ongoing; a process orientation to achieve results; based on collaboration; and a system orientation.
- A primary, though not exclusive, goal of OD is to improve organizational effectiveness.
- The target of the change effort is the whole organization, departments, work groups, or individuals within the organization and, as mentioned earlier, may extend to include a community, nation, or region.
- OD recognizes the importance of top management's commitment, support, and involvement. It also affirms a bottom-up approach when the culture of the organization supports such efforts to improve an organization.
- It is a planned and long-range strategy for managing change, while also recognizing that the dynamic environment in which we live requires the ability to respond quickly to changing circumstances.

- The major focus of OD is on the total system and its interdependent parts.
- OD uses a collaborative approach that involves those affected by the change in the change process.
- It is an education-based program designed to develop values, attitudes, norms, and management practices that result in a healthy organization climate that rewards healthy behavior. OD is driven by humanistic values.
- It is a data-based approach to understanding and diagnosing organizations.
- It is guided by a change agent, change team, or line management whose primary role is that of facilitator, teacher, and coach rather than subject matter expert.
- It recognizes the need for planned follow-up to maintain changes.
- It involves planned interventions and improvements in an organization's processes and structures and requires skills in working with individuals, groups, and whole organizations. It is primarily driven by action research (AR) (Bradford, 2005).

### **2.3 OD Principles in Practice**

Organization Development is a planned and systemic change effort using organization theory and behavioral science, knowledge and skills to help the organization or a unit within an organization becomes more vital and sustainable. The practice of OD

is grounded in a distinctive set of core values and principles that guide practitioner behavior and actions (Alban and Scherer, 2005). The key values include:

- Respect and inclusion—to equally value the perspectives and opinions of everyone.
- Collaboration—to build win-win relationships in the organization.
- Authenticity—to help people behave congruent with their espoused values.
- Self-awareness—committed to developing self-awareness and inter-personal skills within the organizations.
- Empowerment—to focus on helping everyone in the client organization increase their individual level of autonomy and sense of personal power and courage in order to enhance productivity and elevate employee morale.
- Democracy and social justice—the belief that people will support those things for which they have had a hand in shaping; that human spirit is elevated by pursuing democratic principles (Alban and Scherer, 2005).

OD's strength is that it draws from multiple disciplines that inform an understanding of human systems, including the applied behavioral and physical sciences. It is grounded in open systems theory and approaches to understand communities and organizations. Change in one area of a system always results in changes in other areas and change in one area cannot be sustained without supporting changes in other areas of the system.



A distinguishing OD feature, contrary to empirical research, that posits things change by simply looking at them. Therefore, the results from planned action must be continuously examined and change strategies revised as interventions unfold. The emphasis is on the way things happen, more than the content of things, per se. Management consultants are more concerned with the what versus the why (McLean, 2001).

In an effort to simplify an explanation of what OD is, some have suggested that OD and change management are the same, which some researchers disagree. There are times in the life of an organization where dramatic change is needed—change that does not and cannot rely on the use of OD. The marketplace sometimes requires that an organization take swift and unplanned actions in order to survive. It may require outsourcing domestically or to another country, downsizing, reductions in salaries, and increasing health care costs. Although all of these changes may be absolutely necessary for the survival of the organization, they do not necessarily follow the OD processes, principles, or values. An excellent distinction between OD change and change that does not follow OD principles is discussed (Beer and Nohria, 2000). In essence, they argued that there is economic value and organization's human capability, one of which is planned and follows OD principles, while the other is market driven and does not follow OD principles; both can be included in what many people call change management. So, it is a mistake to equate OD with change management. The business benefits when both types of change are affirmed within an organization. While long-term, system wide planning that results in change (the OD model) can be very beneficial for an organization

and its bottom line, failure to act quickly and to make immediate decisions, even when those processes violate OD principles, may well result in the demise of the organization (Beer and Nohria, 2000).

## **2.4 Change Management and Organization Development**

In the simplest sense, change management means the process of helping a person, group, or organization change. The word management implies an effort to plan the change and exert influence over other to plan the chane and exert influence over other people in the process. Change management thus implies a purposeful effort to bring about change (Kudray and Kleiner, 1997). The change management is defined as the continuous process of aligning an organization with its marketplace—and doing it more responsively and effectively than competitors (Anderson and Anderson, 2001). The change management is defined as a set of principles, techniques, and prescriptions applied to the human aspects of executing major change initiatives in organizational settings. Its focus is not on what is driving change including technology, reorganization plans, mergers/acquisitions, globalization, etc., but on how to orchestrate the human infrastructure that surrounds key projects so that people are better prepared to absorb the implications affecting them (Anderson and Anderson, 2001). In discussing OD, the change that occurs in organizations is, for the most part, unplanned and gradual. Planned organization change, especially on a large scale, affecting the entire system, is unusual; not exactly an everyday occurrence. Planned change has always been a key ingredient in any definition and application of OD. Planned change results from an extensive

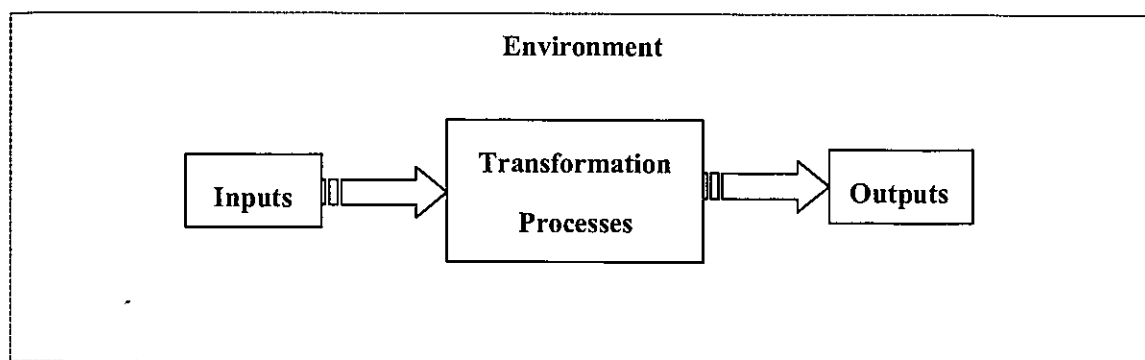
assessment of the situation and then plans for customized interventions that are created to increase organizational excellence. Change management is the management of the planned changes (Warner Burke, 2008).

There are six key changes that would have the greatest impact in the workplace and workforce over the next ten years. The study began with an analysis of published accounts of workplace trends. Only trends mentioned three or more times were included on the initial list, resulting in a total of 158 trends. Then a handpicked group of HR experts rated the trends for their relative importance to the present and future workplace and workforce. The result was a narrowed-down list of six key trends: 1) Changing technology, which refers to rapid advances in human know-how; 2) Increasing globalization, which refers to the impact that rapid transportation and global communication have on how organizations conduct business; 3) Continuing cost containment, which refers to efforts undertaken by organizations to address declining profit margins, wrought by the ease of price comparisons through web-based technology. To maintain a profitable business, organizations are making major efforts to improve profits by reducing the costs of business operations; 4) Increasing speed in market change, which refers to the continuing importance of beating competitors to the punch by meeting the rapidly changing tastes of consumers; 5) Growing importance of knowledge capital, which refers to the key value-added capabilities of human creativity and innovation to identify new businesses, new products, new services, and new markets; and 6) Increasing rate and magnitude of change, which refers to the increasing speed and scope of changes that are occurring. In short, change itself is changing—and posing ever-

more-daunting challenges for business leaders who need to respond in real time to breaking events (Palmer, Dunford, and Akin, 2009).

An intervention is a change effort or a change process. It implies an intentional entry into an ongoing system. The intervention is defined as any action on the part of a change agent. It carries the implication that the action is planned, deliberate, and presumably functional. Many people suggest that an OD intervention requires valid information, free choice, and a high degree of ownership in the course of action by the client system. The intervention also is defined as to intervene is to enter into an ongoing system of relationships, to come between or among persons, groups or objects for the purpose of helping them. The intervener exists independently of the system. Once again in this emerging environment where systems are seen as whole organisms, the field is examining assumptions about the viability of seeing any person working within that system as independent. Many of the emerging processes in the field of OD are focused on the wholeness of any human system (Argyris, 1970). Anyone who has a stake in an OD intervention is called a stakeholder. Stakeholders are the people who maintain an interest in the organization's success or failure. Stakeholders may be employees, board members, customers, suppliers, distributors, and government regulators. Many of the OD interventions presented in the upcoming chapters are from a stakeholder's perspective. The role of stakeholders is growing more important to organizational success. The goal is to establish what some have called a boundaryless organization, which has permeable boundaries (Ashkenas, Ulrich, Jick, and Kerr, 2002). In the simplest sense, a system is a series of interdependent components. For example, organizations may be viewed as

social systems because they depend on interactions among people. In addition, any organization that gives and takes information from the environment is an open system. Organizations take in inputs (customer requirements, raw materials, capital, information, or people), appreciate value through the input of a transformation process (production or service-delivery methods), and release them into the environment as outputs (finished goods, services, information, or people) (See Figure 2.1).

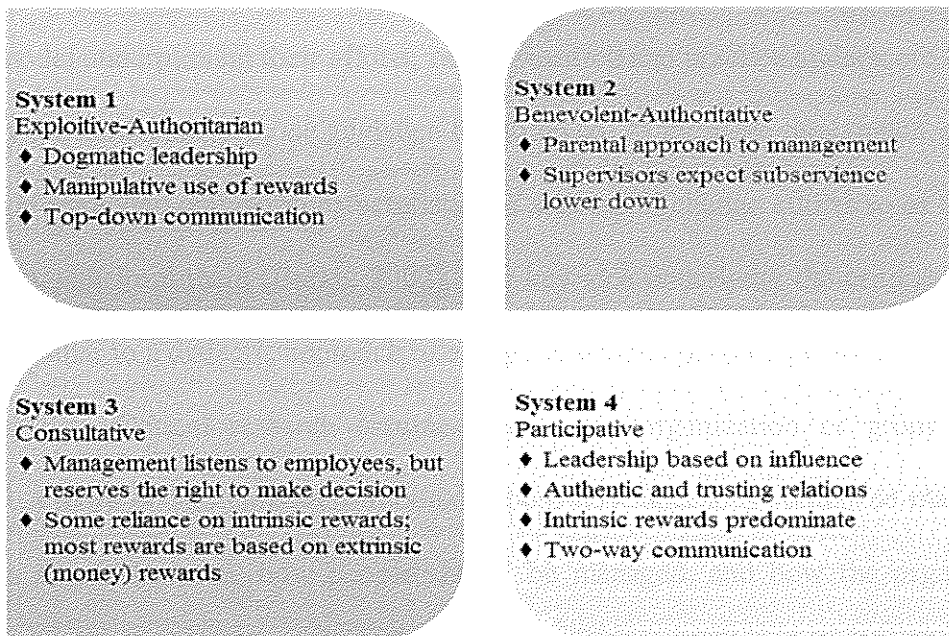


**Figure 2.1 The Transformation Process**

This transformation cycle must continue to add value in the process of producing desired results if an organization is to survive. This transformation cycle must continue to add value in the process of producing desired results if an organization is to survive. A subsystem is a system that is part of a larger system. In one sense, subsystems of an organization may include work units, departments, or divisions. In another sense, subsystems may cut across an organization and encompass activities, processes, or structures. It is thus possible to focus on an organization's maintenance, adaptive, or managerial subsystems (Katz and Kahn, 1978). Interdependence comes from a trusting,

open, self-realizing process. It is the opposite of a culture that is hindered by fear, closed behavior, and imposition. Such fearful cultures create dependence on autocratic leaders. However, systems thinking and acting can hurl an organization into higher levels of performance. Systems thinking is also important to OD for the simple reason that a change in any part of a system inevitably changes other parts of the system. The implications of this simple statement are, in fact, profound. The change process in any part of a system creates change in all parts of the system. Any change in a system will have both predictable and unpredictable consequences. Mitigating the unpredictable consequences best occurs if all parts of the system are in collaboration throughout the change effort. An early precursor of thinking about OD and change, laboratory training is associated with unstructured, small-group sessions in which participants share their experiences and learn from their interaction (Bradford, Gibb, and Benne, 1964).

Survey research and feedback also made an important contribution to the evolution of OD. This approach to change was developed and refined by the Survey Research Center at the University of Michigan under the direction of Rensis Likert. Likert's method began evolving when many organizations seldom used the results from attitude surveys to guide their change efforts. Managers authorized the surveys but did not always act on the results. Likert's system 4 type of organization suggests the ideal organization. In this system, leadership is based on influence, not authority or power. Employees are motivated through the intrinsic rewards stemming from the work itself. Communication is balanced, with a great deal of two-way interaction between managers and employees (See the Exhibit 2.1).



### Exhibit 2.1 Characteristics of Likert's Four Types of Organizations

Likert, along with the other experimenters in the OD field, were men and women of vision who helped move our image of the ideal organization from mechanistic model of organization as machine to the reality of organization as human system (Likert, 1961).

## 2.5 OD Research Models

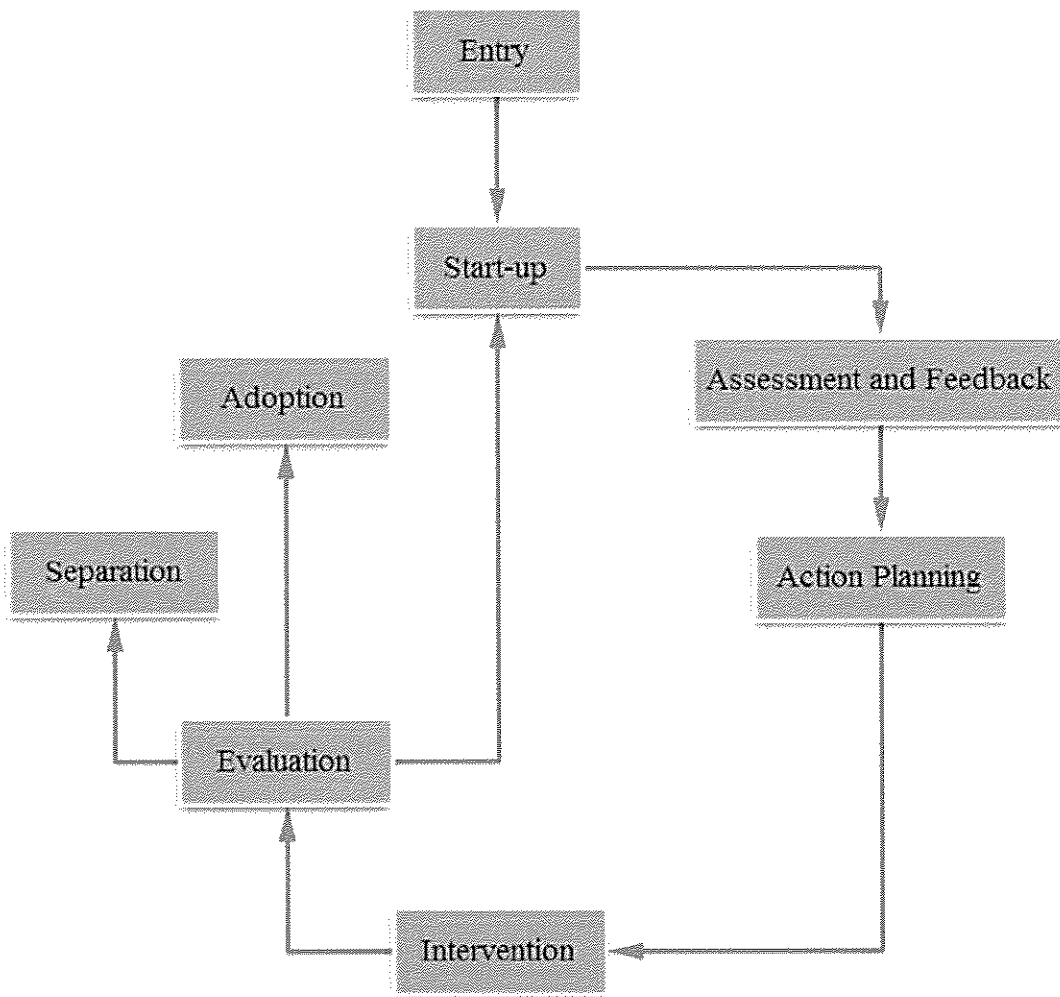
The OD research models rely primarily on a normative, re-educative, and innovative approach to behavioral change. They refer to the critical research model; the traditional action research model; and Appreciative Inquiry (AI) and an evolving view of the action research model.

While mainstream OD practitioners have long relied on action research as the change model underpinning their efforts, recent research and practice underscore the need to modify the model and provide guidance for doing so. At the same time, much work has focused on analyzing common characteristics of successful change efforts so as to derive a change model from them (Burke, 2002). The key idea underlying the critical research model is similar to a dialectic approach to change in which opposing positions are used to power change. Critical research assumes that every organization or group has an ideology, a more or less consistent rationale about how decisions should be made, how resources should be used, how people should be managed, and how the organization should respond to the environment in which it functions (Katz and Kahn, 1978). In a classic definition, ideology is described as generated to provide justification for the organization's existence and functions. In one sense, an ideology is a step above culture, and culture is the manifestation of ideology, giving life to ideology (Lang, 1992). A natural tension develops between what people believe should be happening and what they believe is actually happening. The basic thrust of the critical research is to identify this discrepancy and use it to power change. Because individual perceptions differ within groups, the research builds an impetus for change by dramatizing these differences between the organization's ideology about what should be and actual situations contradicting its ideology that thereby underscore the need for change. The research heightens the tension by pointing out inconsistency. Although critical research has not been widely used in mainstream OD, interventions such as confrontation meetings can



lend themselves to it, which brings together two conflicting groups to discuss their differences and to arrive at ways of working together more effectively (Beckhard, 1997).

Action research has long been the foundation for many change efforts. It is properly regarded as a philosophy, a model, and a process. Like any change model, action research is a simplified representation of the complex activities that should occur in a change effort if it is to be participative, engaging, and empowering for those affected by it. The model serves as a compass to consultants facilitating change. While it does not tell consultants, managers, or workers exactly what to do in paint-by-the-numbers fashion, it does provide a process whereby the consultant and client can jointly inquire and decide what change is required. It helps consultants track where they are and where they are going. While the action research model has been depicted in different ways, the depictions of it share common characteristics. Action research may also be understood as a process, a continuing series of events and actions. It is the process of systematically collecting research data about an ongoing system relative to some objective, goal, or need of that system; feeding these data back into the system; taking actions by altering selected variables within the system based both on the data and on hypotheses; and evaluating the results of actions by collecting more data (French and Bell, 1990).

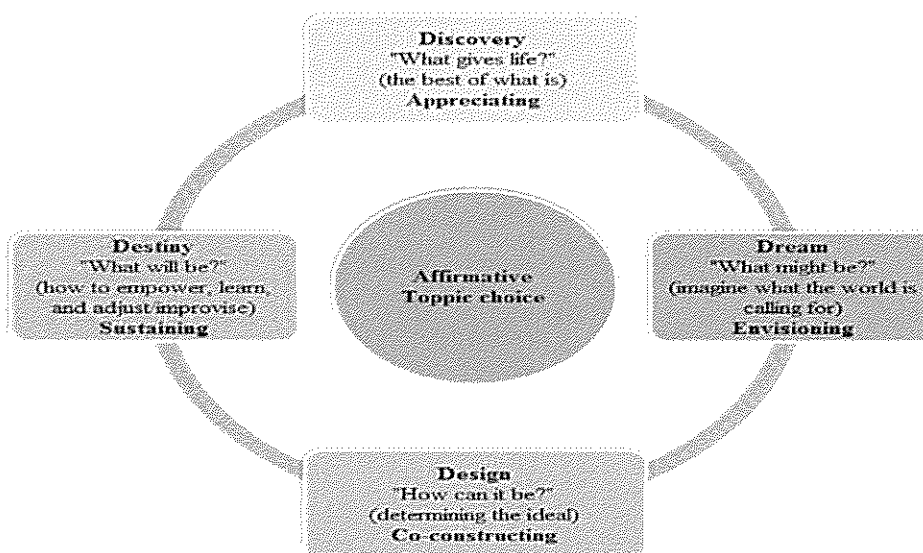


**Figure 2.2 Traditional Action Research Model (G.McLean and R.Sullivan, 1989)**

As a process, action research is thus a cycle in which research is followed by change activities, the results of which are fed into further research. In that respect, action research as used in OD is sometimes confused with the related notion of action research as used in education, where experience with classroom-based activities becomes the foundation for continuous improvement in delivering education. One way to think about the traditional action research model depicts it as eight steps in any change effort. This

traditional depiction is based on the steps originally presented as follows (Burke, 1982): 1) review history; 2) diagnose the current situation; 3) review mission, values, beliefs; 4) identifying future factors; 5) creating vision; 6) translate future vision into action goals; 7) develop plan; 8) working the plan.

Although the length and depth of each step may vary across change efforts, the steps are usually present in one form or another. In long-term change efforts—as many are—each step in the model may actually turn into the whole model in miniature. For example, when it is time for action planning, the consultant may use all or some of the generic action research model phases. In other words, that step alone may call for a start-up phase, followed by assessment, action planning, and an evaluation component once or several times during the action planning process. The change process is reviewed and regarded as the seeds for evolving the action research model (Burke, 1982)



**Figure 2.3 The Evolving View of the Action Research Model (Cooperrider and Whitney, 2005)**

The new view gets away from the traditional action research model, which implicitly describes any change process as functioning as a drawn out and somewhat simplistic process. Unfortunately, recent experience suggests that so many change efforts are going on at the same time in many organizations that a linear change approach no longer works. One reason is that so many concurrent change efforts lead to a crowding out effect. They burn people out and drive people confused because it is not possible to remember everything going on at once. For example, an organization was installing self-directed work teams, a customer service improvement effort, a continuous improvement effort, a business process reengineering effort, a process improvement effort, and a statistical process control (SPC) improvement effort. What is needed is a new model to guide change that does not assume a beginning, middle, and end to a change effort. Instead, change efforts are regarded as continuing and are regarded from a whole systems standpoint (Burke, 2002)

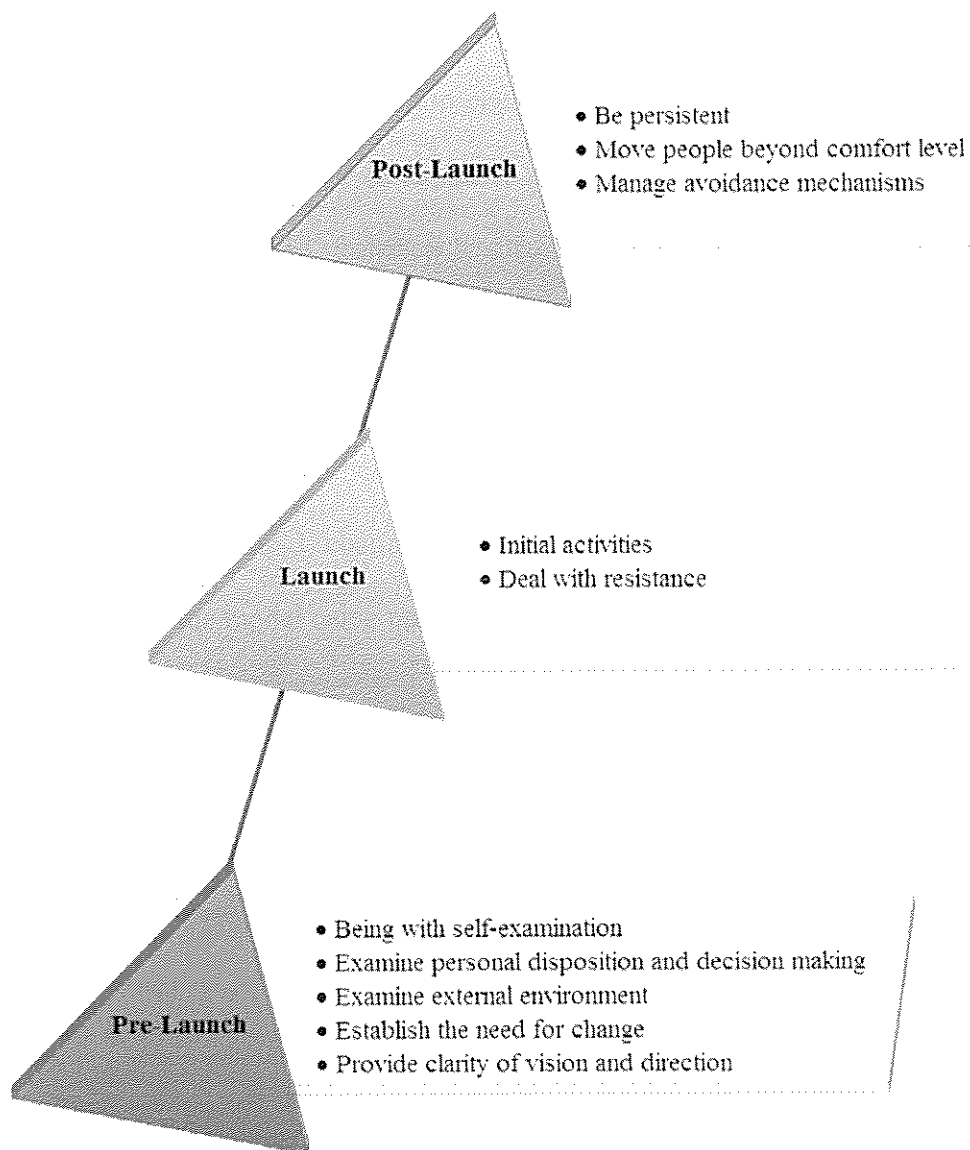


Figure 2.4 A New View of the Action Research Model (Burke, W.W., 2002)

The model describes the phases of change as pre-launch, launch, and post-launch. The model is written as a guide for change leaders. Change efforts are regarded as proceeding like spirals rather than circles to depict their ongoing chaotic nature—and the view that what is learned from each phase of a change effort can be rolled into subsequent phases. In this way, organizations are transformed into learning organizations that learn from experience (Burke, 2002).

Change consulting in the 21<sup>st</sup> Century requires a new model—a model that works in an environment of rapid, chaotic change. Using the framework of pre-launch, launch, and post-launch, the model came up as shown in Figure 2.5.

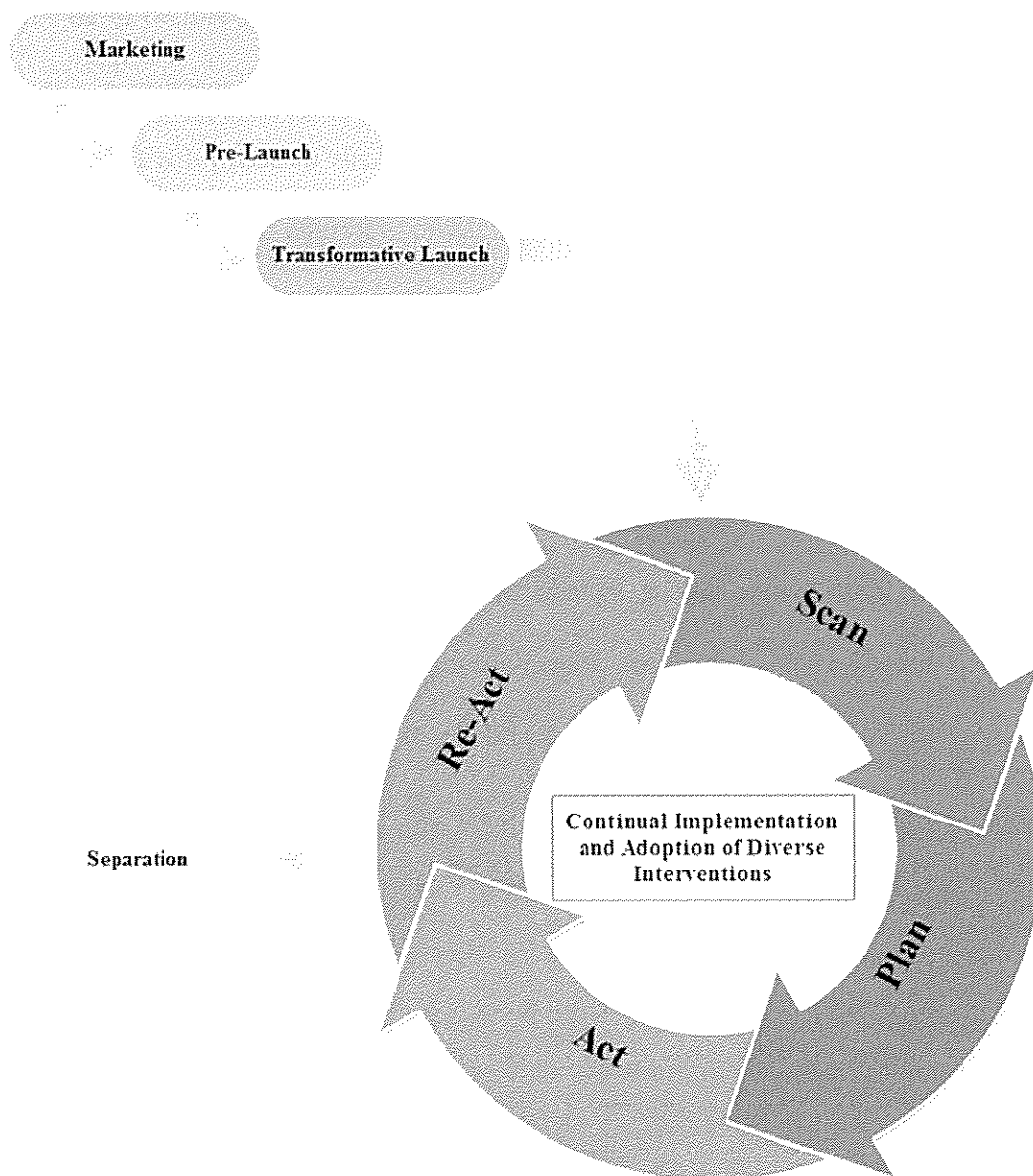


Figure 2.5 Sullivan/Rothwell Change Process Model (Rothwell, W., 2001)

The model reflects the most current research around change agent competencies. It provides architecture to frame what we do as change technologists. The model is not a

technique to be followed but a change framework that drives what to do. This framework becomes a philosophical foundation that comes alive only with personal and creative application. Each phase of the new change model is discussed in depth by well-known experts. Here is a brief overview of each phase. These phases are unlike steps, different elements blend with others in myriad ways.

This phase starts the change process by assessing the situation and planning for action in order to launch a long-term and ongoing effort. Some situation requires transformative change, that dramatic shift in focus and priorities that can occur when conditions are just right. Transformative change is more than step improvement or incremental change. For transformative changes, the launch phase should be a striking and dramatically positive jump into a brilliant future (see Table 2.1).



**Table 2.1 Distinctions between Organization Change and Transformation**

Change	Transformation
<ul style="list-style-type: none"> <li>◆ Single-loop learning (adaptive; errors are corrected without altering the fundamental nature of the system)</li> <li>◆ Status quo facilitated toward betterment</li> <li>◆ Change in one or a few dimensions, variables, or parts</li> <li>◆ Change in one a few levels (maybe the individual and/or group level)</li> <li>◆ Change in one or two behavioral aspects (attitudes, values)</li> <li>◆ Quantitative change-move the chairs on the desk</li> <li>◆ Change in content</li> <li>◆ Identity stays the same</li> <li>◆ Corrective action</li> <li>◆ Continuous improvement</li> <li>◆ Development in the same direction</li> <li>◆ Incremental changes and change that reverts back to the old state</li> <li>◆ Change that does not alter the world view, the paradigm</li> <li>◆ Micro results and improvement in performance</li> </ul>	<ul style="list-style-type: none"> <li>◆ Double-loop learning (inquires into and change existing norms and deeper value foundations; generative learning or learning how to learn)</li> <li>◆ Major disruption of the what is and was going to be</li> <li>◆ Multidimensional, multi-component change and aspects</li> <li>◆ Multilevel change (individuals, groups, or whole system)</li> <li>◆ Changes in all the behavioral aspects (attitude, norms, values, perceptions, beliefs, world view, and behaviors)</li> <li>◆ Qualitative change-new ideology or shift in philosophy</li> <li>◆ Change in context and underlying structure</li> <li>◆ Re-imagined and reformulated identity</li> <li>◆ Destruction of the old way</li> <li>◆ Exciting explosive, fiery, disruptive, dramatic jumps in different directions</li> <li>◆ Irreversible change with arrival of new stste of being</li> <li>◆ Change that results in a new world view, new paradigm (The system sees itself through a new window.)</li> <li>◆ Macro results and performance levels never reached before</li> </ul>

Source: Mento, A.J., Jones, R.M., and Dirndorfer, W., 2002

In the table 2.1, the launch or implementation phase is distinctly different from our change model. In the 21<sup>st</sup> Century, change happens so fast that it seems it is at the speed of imagination. There is seldom time for a long assessment with a change plan. The change cycle requiring a process and philosophy built in for constant reaction and continual planning efforts (Chris Argyris, 2004). The models share some elements in common and can be distilled to identify specific steps to be taken during a change effort (Mento, Jones, and Dirndorfer, 2002).

There are 12 steps of the modeling process including:

Step 1: Discover the idea and its context.

Step2: Assess to define the change initiative.

Step3: Evaluate the climate for change.

Step4: Develop a change plan.

Step5: Find and cultivate a sponsor.

Step6: Prepare your target audience, the recipients of change.

Step7: Create the cultural fit making the change last.

Step8: Develop and choose a change leader team.

Step9: Create small wins for motivation.

Step10: Constantly and strategically communicate the change.

Step11: Measure the progress of the change effort.

Step12: Integrate the lessons learned in the change process (Mento, Jones, and Dirndorfer, 2002).

The existing change models can be criticized for focusing too much attention on top-down change, leaving vague the details on how to establish vision, mission, and strategy, providing too much emphasis on the corporate hierarchy as a tool for the change process, directing too much attention to short-term and bottom-line measures of success, and playing too much to the old network as an instrument for change (Whiteley, 1995). There is no one best way to manage change, when in reality organizational transformation may require a range of models to be used selectively. Models must be attuned to the corporate cultures and group norms of the settings in which they are applied, and so improvisation is essential (Orlikowski and Hofman, 1997).

Like the action research model, Appreciative Inquiry (AI) is a way of being, a model, a conceptual framework, and a process to guide change. If the action research model can be regarded as comparable to the chip inside the computer that drives change efforts, then the Appreciative Inquiry model can be regarded as a different—but complementary—chip. Appreciative Inquiry (AI) is an OD approach and process to change management that grows out of social constructionist thought. AI is the cooperative co-evolutionary search for the best in people, their organizations, and the world around them (Cooperrider, Whitney, and Stavros, 2008).

## **2.6 Appreciative Inquiry (AI)**

Appreciative Inquiry is the study of what gives life to human systems when they function at their best. This approach to personal change and organization change is based

on the assumption that questions and dialogue about strengths, successes, values, hopes, and dreams are themselves transformational. In short, Appreciative Inquiry suggests that human organizing and change at its best is a relational process of inquiry, grounded in affirmation and appreciation. The following beliefs about human nature and human organizing are the foundation of Appreciative Inquiry (Barrett, F.J., and Fry, R., 2005):

- People individually and collectively have unique gifts, skills, and contributions to bring to life.
- Organizations are human social systems, sources of unlimited relational capacity, created and lived in language.
- The images of the future are socially created and, once articulated, serve to guide individual and collective actions.
- Through human communication—inquiry and dialogue—people can shift their attention and action away from problem analysis to lift up worthy ideals and productive possibilities for the future.

Appreciation has to do with recognition, valuing and gratitude. The word appreciate is a verb that carries a double meaning, referring to both the act of recognition and the act of enhancing value. Consider these definitions:

1. To recognize the best in people and the world around us.
2. To perceive those things which give life, health, vitality and excellence to living human systems.
3. To affirm past and present strengths, successes, assets, and potentials.

4. To increase in value, as in the investment has appreciated in value (Rainey, M., 2005).

Indeed, organizations, businesses, and communities can benefit from greater appreciation. Around the globe, people hunger for recognition. They want to work from their strengths on tasks they find valuable. Executives and managers long to lead from their values. They seek ways to integrate their greatest passions into their daily work. And organizations strive regularly to enhance their value to shareholders, employees, and the world. But Appreciative Inquiry is about more than appreciation, recognition, and value enhancement. It is also about inquiry. Inquiry refers to the acts of exploration and discovery. The spirit of inquiry is the spirit of learning. It implies a quest for new possibilities, being in a state of unknowing, wonder, and willingness to learn. It implies an openness to change. The verb “inquire” means:

- 1) To ask questions.
- 2) To Study.
- 3) To search, explore, delve into, or investigate (Rainey, M., 2005).

Inquiry is a learning process for organizations as well as for individuals. Seldom do we search, explore, or study what we already know with certainty. For Appreciative Inquiry to be effective, however, not just any questions will do. Questions must be affirmative, focused on topics valuable to the people involved, and directed at topics, concerns, and issues central to the success of the organization. When appreciation sets the direction for inquiry, the power of Appreciative Inquiry is released (Passmore, 2003).

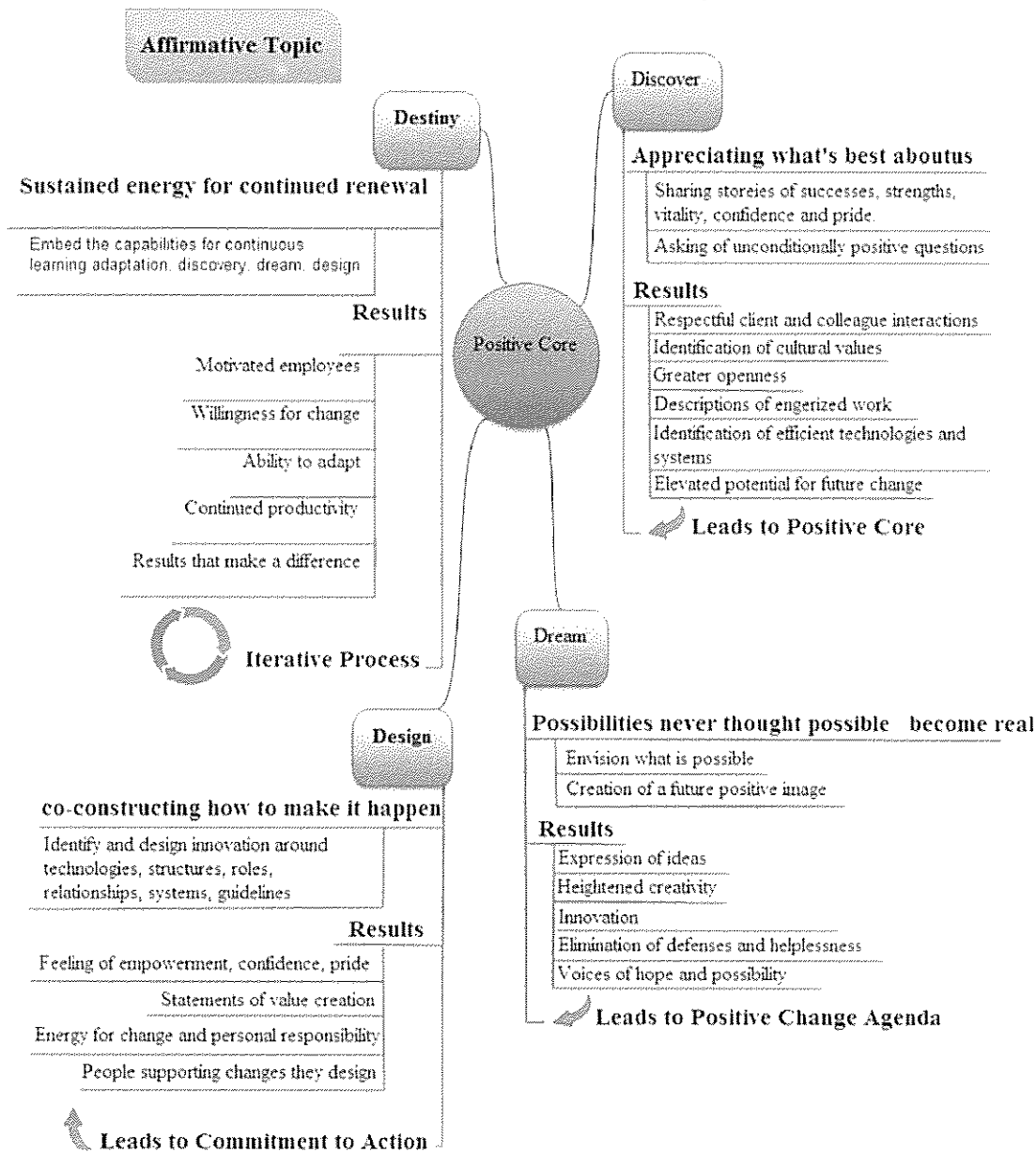
Applying AI thus requires a paradigm shift from focusing on what is going wrong to what is going right and then trying to leverage what is going right into new, higher-level visions of a positive future. AI is both a philosophy and has a 4-D method that can be applied: Discovery, Dream, Design, and Destiny. The flow of Appreciative Inquiry, called the 4-D Cycle, is as follows:

- Discover—high-point experiences and identify strengths and capabilities—all of which add up to the positive core.
- Dream—imaginatively and collectively envision what else is possible.
- Design—co-construct what can be done to build capacity (practically) and what should be done (morally).
- Destiny—commit to the iterative exploration of learning, innovation, and delivering results all stakeholders care about (Cooperrider, D.L., Whitney, D., & Starvos, J.M., 2008).

The above 4-D Model is illustrated in the Exhibit 2.2.

### Appreciative Inquiry 4-D cycle

How to ensure your organization is positively change ready



Based on 4-D Cycle (Cooperrider, Whitney, & Stavros, 2008)

Exhibit 2.2 Appreciative Inquiry 4-D Cycle (Cooperrider, Whitney, and Stavros, 2008)

The list of positive or affirmative topics for Discovery is endless: high quality, integrity, empowerment, innovation, customer responsiveness, technological innovation, team spirit, best in class, and so on. In each case, the task is to discover the positive exceptions, successes, and most vital or alive moments. Discovery involves valuing those things that are worth valuing (Cooperrider, D.L., & Whitney, D.,1999). It can be done within and across organizations (in a benchmarking sense) and across time (organizational history as positive possibility). As part of the Discovery process, individuals engage in dialogue and meaning-making. This is simply the open sharing of discoveries and possibilities. Through dialogue, a consensus begins to emerge whereby individuals in the organization. Through conversation and dialogue, individual appreciation becomes collective appreciation, individual will evolves into group will, and individual vision becomes a cooperative or shared vision for the organization. AI helps create a deliberately supportive context for dialogue. It is through the sharing of ideals that social bonding occurs. What makes AI different from other OD methodologies at this phase is that every question is positive (Cummings, G.T. & Worley, G.C.,2009).

The purpose of discovery is to appreciate the best of what is through discovering personal and organizational high-point stories and experiences, highlighting strengths, assets, and successes. Through paired interviews, participants conduct an inquiry into the chosen topic to gather stories and key ideas. These stories will be examples of the healthiest moments that identify the system's positive core. The stories are overflowing with evidence of what has worked in the past; what participants value about the situation, themselves, their colleagues, and organizations—as told through their own stories. The



discovery interview results in a deepened ability to listen respectfully; greater openness and opportunity to enhance trust among members; identification of cultural values; descriptions of energized and engaged work; examples of successful technologies, systems, and processes; increased knowledge of individual and organizational capabilities; and elevated potential for future change. All these positive attributes make up the positive core of the organization (Cooperrider, D.L., & Whitney, D., 2000).

The purpose of dream is to co-create a desired future for the organization from the collective, imaginative, and innovative capacity of the group based on past successes, current strengths, and future possibilities. Participants playfully and imaginatively co-create visions of a desired future what might be—including all those elements they want to introduce into their workplaces or communities, which they now know is possible, because of what they discovered in the previous step and identified as their positive core. Clear statements and images of what the organizational members want to see in their idealized organization of the future that are feasible, motivating, and possible (Cooperrider, D.L., & Sekerka, L.E. 2003). Creativity is heightened as ideas are enthusiastically expressed and innovation is amplified as voices of hope and possibility diminish defensive and helpless thoughts and behaviors. These dream statements are the foundation for the positive change agenda (Cummings, G.T. & Worley, G.C., 2009).

The purpose of design elements is chosen that will support and develop the organizational, social, technological, and fiscal infrastructures to help manifest the dream. Design elements include structure, systems, policies, processes, roles, technologies, relationships, leadership, brand, reputation-both operational and strategic, depending on

the expertise of participants. Participants identify which projects they want to sign up for to make the dream happen. Projects will be a combination of what to keep doing because it already serves; what can be phased out because it no longer serves; and what new innovations can be introduced to support emerging markets, trends, and so on. Rudimentary project plans to be submitted for consideration and refinement. This step is the beginning of sustained commitment to action (Watkins, J.M., and Mohr, B.J, 2001). Other outcomes include shifts in behaviors and mindsets toward projects the participants themselves create and toward each other. There is evidence of increased personal pride, confidence, and empowerment (Thompson, A, and Strickland, A, 2005).

At the same time, the purpose of destiny is to sustain momentum in the organization so members build the capacity to keep doing it for themselves with an appreciative eye. Participants, through learning and adapting, pay attention to the iterative nature of the 4-D cycle. Possibility thinking and looking for opportunities and solutions over problem identification and analysis is continuously reinforced and rewarded. Participants become self-sustaining change champions by continuing to focus on what they want through revisiting the 4-D cycle for renewal, helping to shift the culture of the organization to become strength-based with appreciative practices.

There are two important factors that distinguish Appreciative Inquiry from other change methods in relation to the 4-D cycle including the affirmative topic of the inquiry, which sets the frame and guides the entire agenda; the articulation of the positive core, which represents the collective attributes, strengths, and assets of the system and remains

central and pivotal to the dream, design, and destiny phases in the Appreciative Inquiry process.

In conclusion, Appreciative Inquiry identifies the organization's strengths during the discovery interview when participants identify the positive core. Strengths are the sum total of all the organization's assets, including individual talents, knowledge, and skills, and its products, services, technologies, customers, processes, systems, reputation, and so on. These collective strengths become the foundation for dreaming and designing the future the organization aspires to. The strengths of organizational effectiveness and success are linked. The task of leadership is to create an alignment of strengths in ways that make the organizations weaknesses irrelevant (Cooperrider, 2003).

Questions to an organization's readiness to embrace a strength-based culture include the following:

- 1) Affirmative Competence—What are some ways your organization can develop this competence (actions, procedures, policies, leadership styles, management practices, etc.)?
- 2) Expansive Competence—How would you inspire members to feel excited about stepping outside the box from time to time? What are some innovations you know would expand the organization's capacity?
- 3) Generative Competence—What helpful methods, resources, and technologies would allow members to keep informed of their progress and let them know how their work contributions are received, make a difference, and/or add value to the whole?

- 4) Collaborative Competence—What recommendations do you have to develop this competence so that people work in support of each other, complement each other, and have real dialogue about what’s going on at the local and global levels?

## **2.7 Appreciative Inquiry (AI) and SOAR Framework**

The Appreciative Inquiry (AI) is about a profoundly positive approach to strategic thinking and planning that allows an organization to construct its future through collaboration, shared understanding, and a commitment to action. This approach is linked to the acronym SOAR framework which stands for: Strengths, Opportunities, Aspirations, and Results. One of fundamental differences between SOAR and more traditional strategic planning models is that broad representations of stakeholders are invited into the SOAR process. Stakeholders are the people who maintain an interest in the organization’s success or failure. SOAR engages the stakeholders directly in a series of conversations to identify and analyze strengths and opportunities, in order to create shared aspirations, goals, strategies, and commitment to achieving results. While every stakeholder may not be able to participate, each stakeholder group is represented in order to: identify and build on strengths; connect to and clarify the organization’s value set, vision, and mission; discover profitable opportunities that the organization aspires to pursue; determine and align organizational goals and objectives; revise or create new strategies, systems, processes, and structures to support the goals, and; implement the

plan so it guides everyday decision making and actions (Stavros, J. and Sprangel, J., 2009).

The relationship between AI and SOAR is that AI engages the whole system in shaping the organization's future by looking for what works and how to do more of what works instead of the traditional diagnostic model of identifying and eliminating problems and gaps. The key question in AI is what is working around here? SOAR creates a strategic thinking and dialogue framework to the AI process to guide the system during strategic formulation, planning, and implementation. SOAR offers a flexible framework to include the whole system or a more traditional top-down or senior management-only process (Daly, Alan, Millhollen, Basha, and DiGuilio, Laila, 2007). Life-giving forces: Those elements or experiences within an organization's past or present that represent its strengths when it is operating at its very best. A life-giving force can be represented in a single moment, such as a particular customer engagement where service went above and beyond expectations. What worked in the more vertical and stable world of the past was top-down strategic direction. However, to deliver innovation and respond to unremitting daily challenges, it is critical to involve all levels of stakeholder perspectives and ideas on an ongoing basis. The shift needed to gain that involvement is to connect the strategic planning conversations to participants' aspirations and values, something that SOAR does well (Mintzberg, H., Lampel, J., and Ahlstrand, B., 2005).

According to a survey research of global executives, those organizations with the highest performance had a clear purpose, an understanding of strengths, shared aspirations, and leaders who know how to unleash ideas with a results-driven process.

Stakeholders are committed to making a difference because they see how their values connect with the organization's values. There is widespread understanding of how the collective effort moves the organization forward and benefits all stakeholders. This in turn maximizes people's commitment to contribute their hard work and insights. SOAR invites employees to have a strategic conversation that is grounded in values. As a result, rather than trying to convince people to buy-in, the employees are motivated and inspired by the strategic initiatives that they helped create and that reflect their values. The function, department, and/or division goals flow into initiatives and projects that become the basis for individual performance plans. The outcome is clarity and aligned action for each stakeholder (Stavros, J. and Sprangel, J., 2009). SOAR is also used to communicate sustainable value within organizations. Sustainable value means that an organization considers how its core business impacts the planet and people while making a profit, which is also known as the triple bottom line approach. The SOAR approach also nurtures a culture of continuous organizational learning because stakeholders who participate in the strategy conversations learn from each other and establish collaborative working relationships. They share and create knowledge and also learn how to operate through the conversation. The result is the ability to make decisions that support the organization's strategy and goals on the frontline and in the moment of providing service. In summary, SOAR increases understanding of how stakeholder efforts fit within the organization's mission, vision, goals, and objectives. A strategic plan is not static; it can adapt quickly to a changing environment if stakeholders were part of the identification of

organizational strengths and opportunities and are constantly scanning the environment for new ones (Daly, Alan, Millhollen, Basha, and DiGuilio, Laila, 2007).

## **2.8 Customer Satisfaction, Service Quality, and SERVQUAL**

Customer satisfaction measurement efforts are usually integrates program within business organizations, which include not only customer satisfaction metrics, but also other related measures, like customer loyalty and value. Moreover, multiple measures are used for the evaluation of customer satisfaction, since a single indicator is usually not a good predict of overall performance. The use of multiple satisfaction measure is justified by the following reason (Czarnecki, 1999):

- Satisfaction is related to the overall customer behavior. For this reason, the use of a single measure is not able to provide reliable information.
- The use of multiple satisfaction measure is able to verify the integrity and accuracy of collected data.

It is that the existence of multiple customer satisfaction measures implies the usage of multiple information sources from the business organization. Generally, this available information comes from research methods, operational data, marketing/sales channels and other sources of information, as the representative examples of Figure 2.7 indicate.

**Figure 2.6 Customer Satisfaction Sources of Information (Massnick, 1977)**

Category	Examples	
Research methods	Customers surveys	Employee surveys
	Dealer/supplier surveys	Focus groups
	Mystery shoppers	Customer panels
	Customer visits	Industry trade press
Operational data	Complaints	Customer service report
	Customer comment cards	Engineering/Design meetings
	Field service reports	Warranty claims
	Product returns	Employee suggestions
	Telephone activity reports	Quality performance tracking
Marketing/sales channels	Sales contact reports	Customer competitor



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 advertising

Trade show intelligence

Sales data analysis

Lead tracking

Closed accounts

New product idea

Customer literature

suggestions

Other

Benchmarking

Management contacts

Workshops/seminar

Business literature

The satisfaction measurement system can generally be segregated into the following categories according to the source of the available information (CDDOTE AND Turgeon, 1988; Woodruff and Gardial, 1996):

1. Direct measurement systems: These systems are based on data coming directly from the set of customers, like customer satisfaction surveys, customer complaints systems, personal interviews, etc. There are several types of direct customer satisfaction measurement systems, each providing the analysis of the particular problem from a different perspective. For example, while satisfaction survey may analyze the expectation and the needs of the customers, service and complaint management systems focus mainly on the set of dissatisfied customers, in order to retain customers and increase loyalty

levels. The direct methods have a “preventive” character. Providing a kind of early warning systems. Thus, they may help managers to identify improvement actions before potential problems or undesirable situations occur (dissatisfaction, customer complaints, decrease in sales, etc.) (Daly, Alan, Millhollen, Basha, and DiGuilio, Laila, 2007).

2. Indirect measurement systems: Although the indirect measurement systems alone are not able to give a solution to the problem of customer satisfaction measurement, they may offer valuable information to business organization. These systems are based on data reflecting the outcome/result of customer satisfaction, such as the sales level, the market share, etc. For this reason, the improvement actions that are based on such type of data may be characterized as “remedial”, since they try to correct potential problems or undesirable situations that have already occurred.

An alternative classification of the customer satisfaction measurement systems is suggested by Czarnecki (1999) and consists of the following categories:

1. Direct measurement systems, which are usually used when there is a unit or production or an event that is captured in an automated system (e.g. direct recording of customer complaints in a computer for a call center)
2. Indirect measurement systems, which are used when the actual data are not collected at the time the event occurs (e.g. analysis of sales data).
3. Statistical samples, which may be used to develop estimates when whole data are incomplete (i.e. unavailable or difficult to obtain)

4. Interviews and surveys, which constitute the most direct customer satisfaction measurement systems, and they may offer a valuable solution in the case of customer behavioral analysis, or when the measures are perceptual.

Finally, it is worthwhile to mention the importance of developing a customer database or a customer satisfaction information system that will be able to detail interactions with customers. As pinpointed by Czarnecki (1999), a customer satisfaction information system is an automated (or manual) system that:

- collects customer satisfaction perceptions and information in a structured manner,
- stores the results of customer satisfaction measurement activities,
- assists in processing the information,
- segments and stratifies key issues,
- identifies actionable change, and
- links to the organization in order to quickly change processes

The implementation of a customer satisfaction measurement program should follow the general rules for conducting a market or a customer survey, while at the same time it should adopt the main principles of continuous improvement in a business organization. Furthermore, the measurement process should give the ability to improve these particular programs, given their interactive character. Although the satisfaction measurement programs do not remain constant due to continuous changes in the set of

customers, or even changes in their expectations, needs and preferences, the basic process is rather unvarying. The main steps of the process for designing and implementing a customer satisfaction measurement program are presented in Figure 1.5, from which the following principles become clear (Naumann and Giel, 1995);

- Customer focus is first of all a top management commitment in the business organization.
- Organization's customer orientation is embedded, at least partially, in the corporate culture.
- Customer satisfaction measurement programs should be considered as sequential and iterative processes.

It is important to note that a customer satisfaction measurement program should be embedded in all the processes of the business organization. To this end, several individual companies have developed their own procedures and standards for measuring customer satisfaction that fit to their structure and operations.

The Servqual model is the most widely adopted approach in the area of service quality measurement and management, having numerous real-world applications and academic researches. The model may be considered as an extension of the ideal point approach, adopting the "service gaps" theory and the expectancy disconfirmation paradigm (Parasuraman et al., 1985, 1988, 1991, 1994; Zeithaml et al., 1990).

The principles of the Servqual model are based on the assumption that satisfaction is related to the size and direction of disconfirmation of a person's experience vis-à-vis his/her initial expectations (Churchill and Surprenant, 1982; Smith and Houston, 1982;

Parasuraman et al., 1985). In fact, the model identifies five potential gaps occurring in the service delivery process:

1. Gap 1 : between customers' expectations and management's perceptions about these expectations.
2. Gap 2 : between management's perceptions of customers' expectations and service quality specifications
3. Gap 3: between service quality specifications and service delivery.
4. Gap 4 : between service delivery and external communications to customers about service delivery.
5. Gap 5 : between customers' expectations and their perceptions on service quality.

As noted by Zeithaml et al. (1990), the conceptual model may provide a good understanding of service quality and its determinant, while at the same time, it implies a logical process which companies can employ to measure and improve quality of services.

The first four gaps are identified as functions of the way in which service is delivered. While Gap 5 pertains to the customer, as such, it is considered to be the true measure of service quality. However, the key to closing Gap 5 is to close Gaps 1-4. The different reasons may cause these service quality gaps and thus, different strategies and tactics may be applied in order to close them (Zeithaml et al., 1990).

Further studies have extended the concept of Gap 5 to what it is called a “zone of tolerance.” The zone of tolerance depends on the desired service level (the quality level that customer believe that can and should receive) and the adequate service level (the minimum quality level that customers are willing to accept). The final customer perception of service quality is compared to the zone of tolerance. The previous three service level (i.e. desired, adequate, and perceived) may define the following measures:

$$\text{MSA} = \text{Perceived Service} - \text{Adequate Service}$$

$$\text{MSS} = \text{Perceived Service} - \text{Desired Service}$$

Where MSA is the measure of service adequacy and MSS is the measure of service superiority.

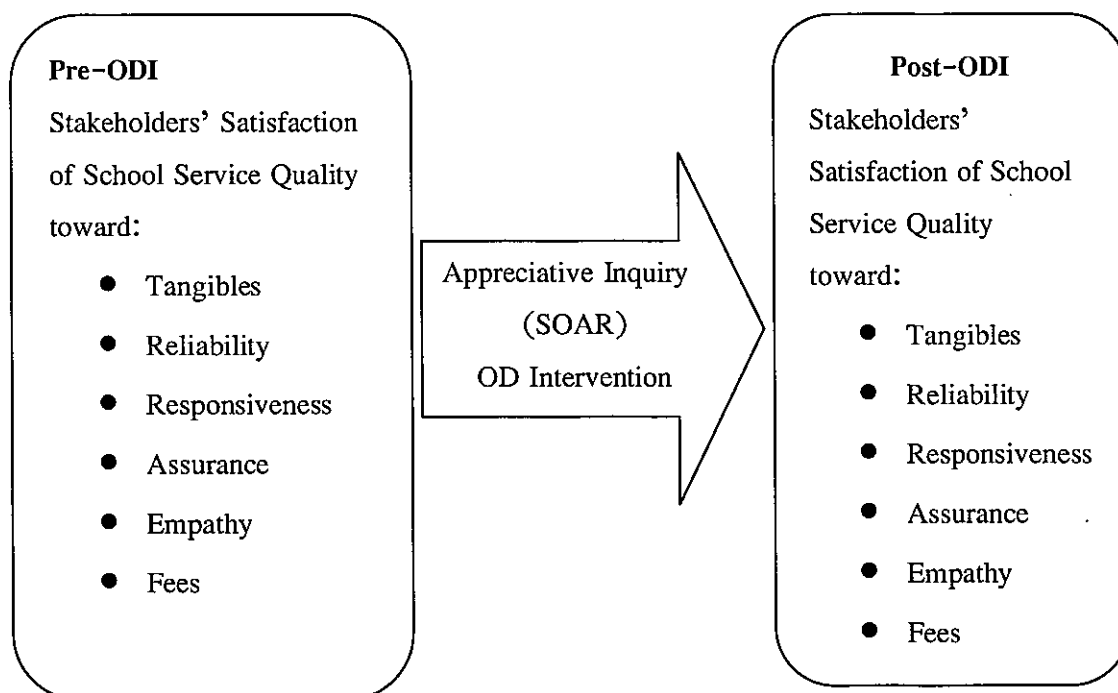
The relationship between customer satisfaction and service quality has been a matter of considerable debate during the last decades. In fact, two major approaches may be found (Galloway, 1999) : customer satisfaction may be considered as an antecedent of service quality, as in the Servqual model, or service quality may be assumed to be an antecedent of customer satisfaction, as in the expectancy disconfirmation approach. Other researchers suggest that neither satisfaction nor service quality my by antecedent to other (McAlexander et al., 1994; Dabholkar et al., 2000), or propose a non-recursive relationship between the two constructs (Cronin and Taylor, 1992).

The assumption made for the relationship between customer satisfaction and service quality may also affect the concept of customer expectations. Parasuraman et al. (1985, 1988) emphasize that the term “expectation” is used differently in the service quality literature than in marketing literature. The note that service expectations do not

represent predictions about what service provider would offer, but rather what they should offer. This definition is somehow vague in terms of the meaning of “should”; it is the reason why Parasuraman et al. (1985, 1988) have noted that the service expectation concept is “... intend to measure customers’ normative expectation...” and these expectations represent an “ideal standard” of performance. Despite its similarities with the ideal point approach, it should be noted that the Servqual model focuses on the estimation of the quality gap that can get either positive or negative values (Barge, K.J. & Oliver, C. (2003).

## **2.9 Conceptual Framework of the Study**

In this study, the SERVQUAL method is applied for measuring the stakeholders’ satisfaction with ACS’ service quality, which including tangibility, reliability, assurance, responsiveness, fees, and empathy. The service quality model which was introduced by Parasuraman, Zeithaml, and Berry is examined and modified in this study. The conceptual framework of this study is presented in the Figure 2.8.



**Figure 2.7 The Conceptual Framework**

In conclusion, as presented in the Figure 2.8, there are three phases of the study. First, Pre-OD Intervention represented the existing level of service quality in the school. Second, OD Intervention is the phase in which the researcher deliberately launched the Appreciative Inquiry with the SOAR approach as key implementation of the change process. Finally, the Post-OD Intervention identifies the impacts of the Appreciative Inquiry (AI) / SOAR as Organization Development Intervention (ODI) on Assumption College Sriracha's service quality improvement. The conceptual framework reflects the researcher's system thinking of what the existing management process works and what it can work better through the AI as ODI approach.



## CHAPTER 3

### Research Methodology

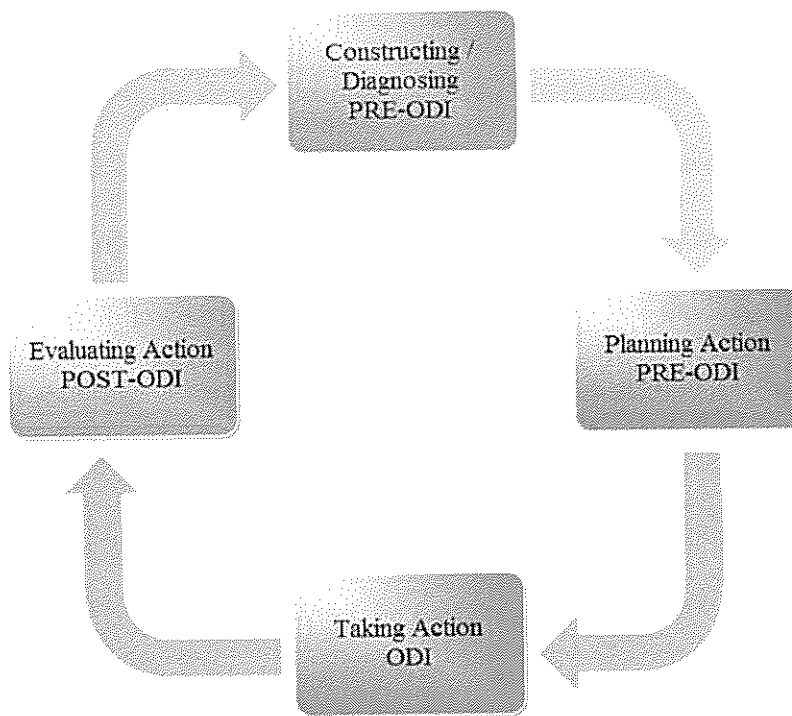
This chapter shows the research methodology which explains the action research design, descriptions of the population, the survey instrument, the data collection procedures, reliability test and finally the data analysis methods used to conduct the study.

#### 3.1 Research Design: Action Research Method and Procedure

In this study, a new form of action research was applied for facilitating conceptual understanding and effective practical use of the Appreciative Inquiry (AI) among Assumption College Sriracha's stakeholders. AI is a method, a type of action research, that attempts to discover "the best of what is" in the school. The researcher aimed to formulate a three-year development plan and examine the impacts of organization development (OD) intervention on the school service quality. The power of the AI method came alive in the initial discovery interviews and continued in the group dialogues during the Dream, Design, and Destiny phases of 4-D cycle. Figure 3.1 shows the methodology used in this research, which involved four stages: Constructing, Planning Action, Taking Action, and Evaluating Action. The participants are encouraged to relax and open up to the inquiry process by a creative and conductive atmosphere. The casual interactions turn into a collective inquiry, collective envisioning and collective

commitment resulting in maximum effectiveness in the creation of the development plan as the process unfolds through the four stages. The stages run along the research process. They included Pre-OD Intervention, OD Intervention, and Post-OD Intervention (Coghlan and Brannick, 2010).

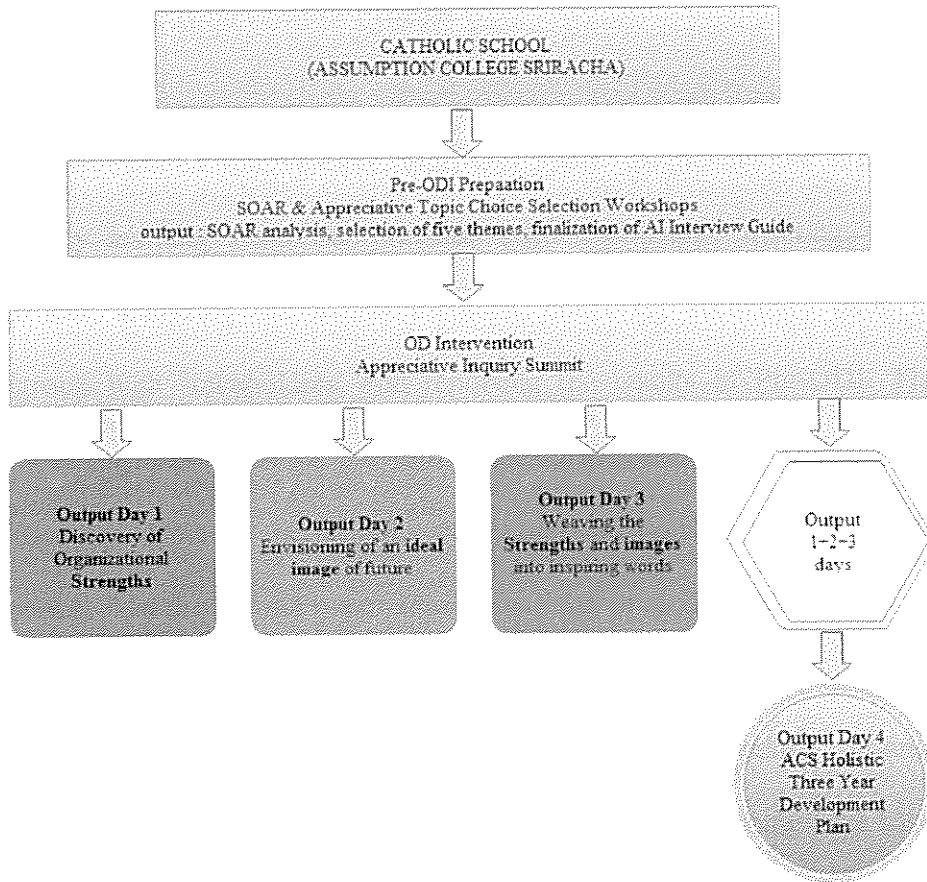
### Four Stages of The Action Research Cycle



**Figure 3.1 Four Stages of the Action Research Cycle**

Source: Coghlan and Brannick, 2010

Briefly stated, the participants were grouped into ten groups, each consisting of ten members. Groups were pre drawn by the Appreciative Supervisory Team (AST) in order to ensure proper mix of participants from each stakeholder group. Each person in group was given a specific task to perform. The pre-trained AI Interviewer in each group used the AI Interview Guide to interview the others. The Moderator oversaw all the functions are coordinated smoothly and the group functions cohesively. The Time Manager ensured equal opportunity for everyone and saw the schedule is adhered. The Scribe in the group meticulously jotted down the narratives on a sheet. The five themes that emerged from the definition phase formed boundary walls in the next four phases of discussions and deliberations. Before the proceedings started, the researcher gave an overview of Appreciative Inquiry Methodology, the significance of AI summit and the process to be followed in the next four days. With this the SOAR journey started off unfolding exciting stories during the course. The path undertaken in the adventure is exhibited as a flowchart at Figure 3.2.



**Figure 3.2 The Flowchart of Appreciative Inquiry (AI) Summit**

(Adapted from the Appreciative Inquiry Summit: A Practitioner's Guide for Leading Positive Large-Group Change. The Book details the strategies for whole system participation and activities before, during, and after an effective summit. (Available from Berrett-Koehler, Spring 2003, by Ludema, Mohr, Whitney, and Griffin)

### 3.1.1 The Pre-OD Intervention Process

The Pre-OD Intervention stage was about diagnosing the school's contextual situation by learning from the previous school principal, meeting with the school management, analyzing the SOAR methods, collecting secondary data, conducting a focus group with stakeholders, and reporting the results of Pre-ODI. The researcher started learning from what the previous school principal had done. It meant primarily to investigate and diagnose the school's contextual situation. The meeting with the school management was the second major step in the long process of OD intervention sessions. The researcher prepared a 60 minutes AI introductory session and presented to the management for getting the agreement and cooperation in taking action on the ODI process. The SOAR method was analyzed by a strategic planning tool based on the AI principles. The objective of the one-day workshop was to know and understand the details of content and future aspiration of the school. The participants of over a hundred representing the school's stakeholders discussed throughout the day. In addition, the SOAR workshop served as a primary step of the Appreciative Inquiry Summit. In collecting secondary data, the researcher investigated the school annual report and other written documents of the last five years. The results of secondary data provided the researcher insights into the best of what worked. A group of stakeholders was set for conducting a focus group discussion on things which had been happened in the school. In the group discussion, the researcher shared the SWOT results with the participants. The feedback received from the group discussion was used for Affirmative Topic Choice

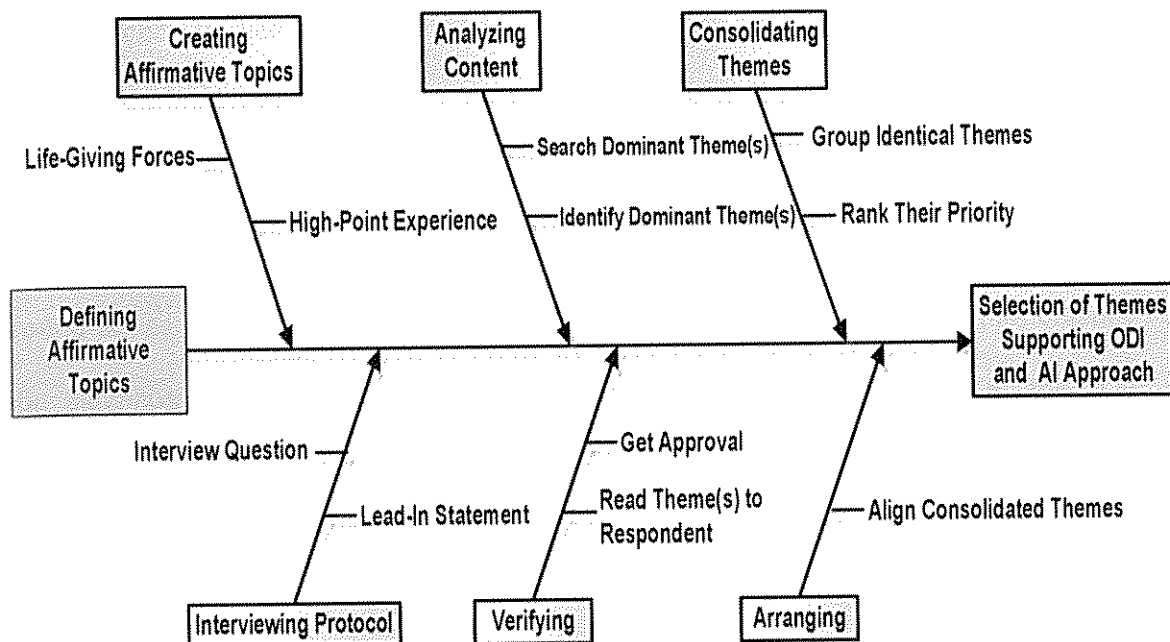
Selection Process and Appreciative Inquiry summit. The Pre-ODI survey research was conducted for diagnosing and constructing a model of ODI in the action research cycle. The researcher kept monitoring each task resulting from the Pre-ODI process including the annual school development plan, assessment of the school's service quality, and the best of what worked before the ODI process. Finally, in the Pre-ODI process, the researcher presented the feedback and results on the Pre-ODI activities to the school management.

### **3.1.2 The OD Intervention Process**

The OD Intervention process was the center of the action research cycle. It was the Taking Action stage. The researcher made a deliberative intervention by the OD Intervention program called Appreciative Inquiry using SOAR framework. The researcher conducted the one-day workshop on SOAR activities. The workshop's objectives were about providing an opportunity to the stakeholders understand and receive information about the SOAR. The workshop focused on the inquiry and Affirmative Topic Choice (ATC) selection. Cooperrider et al., (2003) said that to select the affirmative topic choice: the selection of the topic(s) which would become the focus of the intervention was the first step in an AI led OD intervention. While defining the scope of the inquiry at the outset was to provide a framework for subsequent interviews and data collection due to Watkins & Mohr, (2001). As organizations move in the direction of inquiry (Cooperrider et al., 2003), the affirmative topic choice selection was

a fateful act. Whitney & Trosten-Bloom, (2003) said representation from the different stakeholders must be involved in the definition phase because people committed to topics they had helped to develop. Diversity was necessary to provide a greater richness of relationship, dialogue, and possibility. The affirmative topic chosen met the following criteria: topics were affirmative or stated in the positive way; topics were desirable and identified as what people wanted; the group was genuinely curious about them and wanted to learn more; the topics moved in the direction where the group wanted to go.

This workshop is held as a prelude to the forthcoming Appreciative Inquiry Summit (AIS) which was the core OD Intervention in this study. The main purpose of the workshop is to identify the themes for further inquiry, develop a customized interview protocol and constitute committees. In view of that, a total of thirty participants representing various stakeholders got involved in this all “important and fateful task” (Cooperrider et al., 2003). The procedure followed at the ATC workshop leading up to the selection of themes is shown as flow chart at Figure 3.3.



**Figure 3.3 Flow Chart Showing Affirmative Topic Choice (ATC) Selection Process**

The ATC members formed the logistics committee with following members and tasks. The committee consisted of Administrator, School office staff, and the researcher. The main work of the committee was to organize the logistical requirements for the upcoming AI Summit. Each person in the committee was tasked with specific work. The ATC members also constructed the AI Interview Guide for the upcoming AI Summit. This was shown in the AI summit process in the following pages.

Appreciative Inquiry Summit using SOAR framework spent four days in the core OD Intervention program. A summit was a way of implementing the AI process in a short concentrated time span. The chief objective of the summit held at Assumption College Sriracha was to originate the three-year development plan for the school. Consequently,



the researcher studied the effect of the AI summit as an OD Intervention on school service quality.

An Appreciative Interview Protocol was a thoughtfully crafted instrument. According to Cooperrider & Whitney, (2003) the questions in the protocol revolved around issues “most at the heart of the task and most in the hearts of the participants.” The stakeholders used the AI Interview Protocol specially organized at the ATC workshop in their deliberations during the summit period. The performance of the Protocol/Guide is illustrated in Figure 3.4.

APPRECIATIVE INQUIRY PROTOCOL  
(Applying SOAR framework)

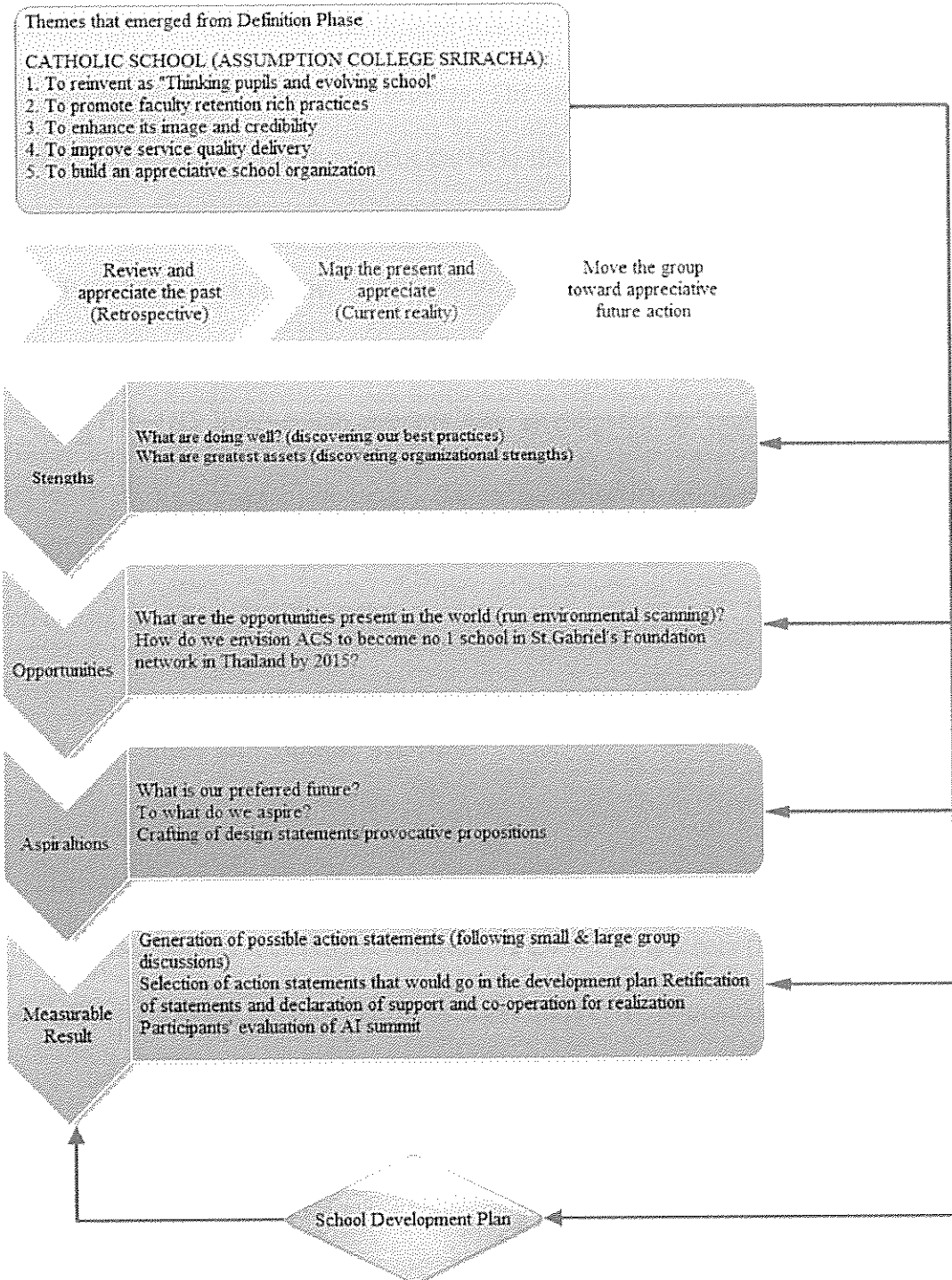


Figure 3.4: AI Interview Guide (Applying SOAR Framework)

The workshop was ended with a list of the organization's Strengths, available Opportunities, future Aspiration, and desired Results. The group was formed in order to continue and facilitate the further AI process. The stakeholders mutually originated the school development plan while they participated in the Appreciative Inquiry Summit.

### **3.1.3 The Post-OD Intervention**

The Post-OD Intervention process was investigated by evaluating the outputs and outcomes of the OD Intervention of Appreciative Inquiry approach. In this process, the Post-ODI survey research was conducted for testing the hypotheses and answering the research questions against the Pre-OD Intervention.

## **3.2 Target Population and Sample Selection**

The target population of Assumption College Sriracha (ACS) in this survey research was stakeholders including administrators (N = 17), teachers (N = 340), students (N = 4,517), and parents (N = 3,142). The total number of population was 8,016. The results of the research were presented to the school administrators. The sampled stakeholders were selected by a probability sampling method (i.e., simple random sampling) for guaranteeing the sample's representativeness to the population.

### 3.3 Sample Size Determination

In this survey methodology, the sample size determination derives from the sample selection method, and the equation as presented below.

$$n' = \frac{Z_{\alpha/2}^2 (P \cdot Q)}{d^2}$$

$$n_{srs} = \frac{N \cdot n'}{N + n'}$$

(Source: Kish, 1965; Anderson, 1998)

The researcher applied Taro Yamane's table for determining the sample size because the Simple Random Sampling (SRS) was applied for this study (Yamane, 1967).

Table 3.1: Taro Yamane's Sample Size Determination

## Taro Yamane Table

Table 1. Sample size for  $\pm 3\%$ ,  $\pm 5\%$ ,  $\pm 7\%$  and  $\pm 10\%$  Precision Levels Where Confidence Level is 95% and  $P=.5$ .

Size of Population	Sample Size (n) for Precision (e) of:			
	$\pm 3\%$	$\pm 5\%$	$\pm 7\%$	$\pm 10\%$
500	a	222	145	83
600	a	240	152	86
700	a	255	158	88
800	a	267	163	89
900	a	277	166	90
1,000	a	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100
100,000	1,099	398	204	100
>100,000	1,111	400	204	100

a = Assumption of normal population is poor (Yamane, 1967). The entire population should be sampled.

Table 2. Sample size for  $\pm 5\%$ ,  $\pm 7\%$  and  $\pm 10\%$  Precision Levels Where Confidence Level is 95% and  $P=.5$ .

Size of Population	Sample Size (n) for Precision (e) of:		
	$\pm 5\%$	$\pm 7\%$	$\pm 10\%$
100	81	67	51
125	96	78	56
150	110	86	61
175	122	94	64
200	134	101	67
225	144	107	70
250	154	112	72
275	163	117	74
300	172	121	76
325	180	125	77
350	187	129	78
375	194	132	80
400	201	135	81
425	207	138	82
450	212	140	82

Table 3.1 shows a general sample size for helping any researcher determine a number of eligible people to be studied. In this research, the sample size was 464 with 95% confidence and less than 5% error. As mentioned above, the researcher used Simple Random Sampling method to draw the sample units based on the Statistical table of random numbers as suggested by James, R.F. and Robert R.S. (1994) cited in Kumar, R (2009).

### **3.4 The Survey Questionnaire**

The general rules of questionnaire design are as follow: a) Use open-ended questions to let respondents define their own frame of reference for the answer, but use closed-ended questions when a tabulation of results is required; b) word the questions simply and avoid bias; c) avoid questions that are too sophisticated or complex for respondents; d) organize the questions so that they flow smoothly, so that early questions are not threatening, and so that early questions do not direct later answers. Questions must be structured with the purposes of the survey clearly in mind, so be tenacious in asking yourself, What is it that I really want to know? How will I use this information when I get it? What is the purpose of this question? (Groves and others, 2009).

In this study, when constructing a questionnaire, the researcher's first decision to make was what form of question would be used to measure each variable. There were two basic forms: closed-ended and open-ended. Closed-ended questions offered a series of alternative answers among which the respondent must choose, like a multiple-choice

examination question. Open-ended questions allowed people to answer in their own words, like an essay examination question.

In the close-ended questions, the 5-point Likert Scale was used to measure the effect of OD Intervention in terms of service quality. The reasons encouraged the research to use this scale because it contributed many advantages such as it was a highly reliable scale and easy to construct (Neutens & Rubinson, 1997). The respondents were asked to evaluate each element by ranking: Strongly Agree = 5; Agree = 4; Undecided/Neutral = 3; Disagree = 2; and Strongly Disagree = 1. In the introduction part, essential information and purposes were given as well as to assure the respondents that this information was kept confidentially. The questionnaire contained thirty descriptive statements, mainly focused on close-ended questions with another open-ended question to allow the respondents comment freely about the overall satisfaction as well as the suggestions. The SERVQUAL instrument was used to ask the sampled stakeholders about Expectation and Actuality of the school's service quality including Tangibles, Reliability, Responsiveness, Assurance, Empathy, and Fees.

**Table 3.2 The Instrument Design of This Study**

Component	Stakeholders satisfaction of service quality in the school					
Sup-Components	Tangibles	Reliability	Responsive -ness	Assurance	Empathy	Fees
Question No.	1-5 (E/A)	6-10 (E/A)	11-15 (E/A)	16-20 (E/A)	21-25 (E/A)	26-30 (E/A)
Scale Type	5-point Scale					

Note: E = Expectation; A = Actuality

Table 3.2 indicates the arrangement of the research instrument having six dimensions and five variables under each dimension. The instrument was defined to be consistent to measure the phenomenon designed according to Reliability Test which was a test for consistency. Actually, reliability was a prerequisite for the validity of a test so all variables must be tested to check whether it was consistent or not. In other word, it was used to test the quality of the measurement.

As part of rigorous data collection, the researcher provided detailed information about the actual survey questionnaire to be used in the study. The questionnaire was examined by the validity-whether one can draw meaningful and useful inferences on the instruments. In this study, the three traditional forms of validity to look for are content validity (do the items measure the content they were intend to measure?), predictive or



concurrent validity (do scores predict a criterion measure? Do results correlate with other result?), and construct validity (do items measure hypothetical constructs or concepts?). In more recent studies, construct validity has also included whether the scores serve a useful purpose and have positive consequences when they are used in practice (Humbley and Zumbo, 1996).

All the variables in the questionnaire were carefully worded to ensure that it was clear, easy to answer, understandable and potentially offensive to the respondents as Churchill, (1996) mentioned. A pre-test on a trial basis in a small pilot study was necessary before collecting data from the respondents in the main survey because it helped determine whether instrument was reliable or not.

The researcher and an expert were helping word the statements in the questionnaire together with a well care. Then, the researcher ran a reliability test on a sample size of thirty stakeholders chosen by using Cronbach's Alpha Coefficient. According to the general principle, a high value of alpha indicates high reliability while a low value represents low reliability. In general reliability measures should exceed 0.70 as a minimum degree of internal consistency (Nunnally, 1987). Due to the pre-test, it showed that all variables were treated as reliable shown in table 3.3 which ensured that the questionnaire had good quality to use in the main survey.

**Table 3.3 Reliability of Testing The Questionnaire**

Dimensions of School Service Quality	Tangibles	Reliability	Responsiveness	Assurance	Empathy	Fees	Total
Minimum Required Value	> 0.70	> 0.70	> 0.70	> 0.70	> 0.70	> 0.70	> 0.70
Cronach's Coefficient Alpha Indices	0.9507	0.9457	0.9344	0.9442	0.9636	0.9477	0.9896

### **3.5 Data Collection Method and Data Analysis**

Once the questionnaire had been tested and ready to be used. The face-to-face interviewing of data collection method was conducted. The interviews were scheduled about two weeks as the Pre-ODI survey before the ODI and about seven months for the Post-ODI survey research after the ODI. To use this method, each interviewer was given a set of blank questionnaires and was assigned a set of sampled stakeholders to visit; after the interviews were completed, the questionnaires were returned to the researcher for data processing. The same uniform procedure was adapted prior to the OD intervention as well as following: The thirty respondents in the pilot survey were excluded in the main survey; A proper record was maintained while administering questionnaire prior to the AI summit (Pre-ODI); The same subjects were administered Post AI Summit (Post-ODI) questionnaire; The questionnaire was limited to one child only in case the stakeholders had more than one child in the school; The questionnaire was strictly sealed and kept. It was opened by the researcher only.

### **3.6 Secondary Data Collection**

Even though, the researcher decided that a survey research was used as the important data collection technique to achieve research goals, some required data might be impractical by the survey research. In this situation, the researcher decided to analyze secondary data that someone else had already collected to distinguish it from analysis by

the primary investigators, who collected the data. In this study, the secondary data had been collected from the school office records, admission prospectus, and the previous five year report for stakeholders meeting reports and annual reports.

### **3.7 Data Processing and Analysis**

In data processing, it was to develop coding schemes for closed-ended questions. All the possible answers to a closed-ended question were known before the interviews took place. Each possible answer was printed in a box on the questionnaire, with a number corresponding to that particular answer. When a respondent answered a question, the interviewer checked the box corresponding to the respondent's answer. The data were then entered into the computer SPSS software program right off the actual questionnaires. Once all respondents' answers had been translated into numbers on coding, those numerical codes were entered into the computer software program to be analyzed. Statistical analysis of survey data, in this study, was for testing hypotheses.

#### **3.7.1 Paired Sample t-Test**

The paired sample t-test was applied as the statistical analysis for the comparison of Means between Pre-ODI and Post-ODI. This test was for an appropriate significance test of the difference of paired sample's means. The researcher tested individual studied stakeholder on the same variables collected twice. Therefore, the T-Test was used to find

out the impacts of OD Intervention on the school's service quality. By applying this T-Test, the determined sample size of 464 was administered the same survey instrument twice with an interval of seven months between the two surveys.

### **3.7.2 The Principle of Data Interpretation**

The researcher planned to interpret data by the process of making inferences and drawing conclusion concerning the meaning and implication of a research investigation of its variables. A distinction was made between analysis and interpretation. To assess the level of satisfaction toward service quality before the OD Intervention and the effect of OD Intervention on the level of satisfaction of stakeholders toward the school service quality, the average means of each element under six dimensions of SERVQUAL are computed, then the results are classified into 5 levels of satisfaction by the interval of mean. In this study, Likert Scale was used to measure the level of satisfaction. The scale rates from the lowest level of dissatisfaction at 1 = "Strongly dissatisfied" to the highest level of satisfaction at 5 = "Strongly satisfied". Due to Anderson, Sweeney, and Williams (2002), the interval of mean score for each level of satisfaction was calculated by:  $(\text{Largest data value} - \text{Smallest data value}) / \text{Number of classes } 5 - 1 = 4/5 = 0.80$ . Therefore, the range of mean score was determined as shown in the Table 3.4

**Table 3.4: Range of Mean Score of Satisfaction Level (Source: Anderson, D.R., Sweeney, D.J., and Williams, T.A. 2002)**

<b>Level of Agreement with Satisfaction</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided/ Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Arbitrary Level (Range of Mean)</b>	4.21-5.00	3.41-4.20	2.61-3.40	1.81-2.60	1.00-1.80

The table shows the criteria as arbitrary level for interpretation of Means on the level of satisfaction of stakeholders' towards various dimensions of service quality at the Pre-ODI and Post-ODI tests.

### **3.7.3 Verification of the qualitative research findings**

The researcher verified the accuracy and credibility of the qualitative research findings as Creswell and Miller suggested three strategies including triangulation, member checking, and peer examination for validating findings (Creswell, 2008). Among these three strategies, the researcher selected Member Checking-the informant served as a check throughout the analysis process, which was well fit with the AI Methodology according to researcher's opinion. This process involved ongoing dialogue regarding the researcher's interpretations of the informant's reality and meanings ensuring the truth value of the data.

## **CHAPTER 4**

### **Research Results**

In this chapter, the researcher will present the research results from both quantitative and qualitative methods answering the research questions. There are two major parts of the chapter: the results from the survey research of both the Pre-ODI and the Post-ODI; the results from the qualitative method mainly analyzing and interpreting the data from AI workshops and ODI activities.

#### **4.1 Part One: Quantitative Research Results—The Survey Research Results of Both the Pre-ODI and the Post-ODI**

In this study, not only does the researcher want to know whether or not the OD Intervention activities satisfy stakeholders by the Service Quality or SERVQUAL model at Assumption College Sriracha, but also the researcher set the research question asking whether or not there is a significant difference of stakeholders' satisfaction with Assumption College Sriracha's service quality between Pre-Organization Development Intervention and Post-Organization Development Intervention. To achieve both, the researcher applied the Pair Sampled t-Test as a statistical tool for testing hypotheses and answering the research question.

#### 4.1.1 PRE-ODI and POST-ODI: SERVQUAL Means Between Expectation and Actuality

In the first part of research results, the researcher shows that the ODI activities satisfy stakeholders by the school's SERVQUAL model measuring satisfaction with service quality among 464 respondents. Data were collected from them and put to computer statistical software analysis. The results of Pre-ODI and Post-ODI SERVQUAL means between Expectation and Actuality are presented in the following tables and data interpretation.

**Table 4.1 Comparison of PRE-ODI and POST-ODI SERVQUAL Means between Expectation and Actuality on Tangibles**

Dimensions of Service Quality	PRE-ODI		POST-ODI	
	Expectation Mean	Actuality Mean	Expectation Mean	Actuality Mean
<b>Tangibles</b>				
1. The school is conveniently located and easily accessible	3.64	3.50	4.69	4.55
2. The school has physical infrastructure (bldg, equipment, lab, library, dormitory, etc.)	3.68	3.45	4.72	4.49
3. The school has environment supportive learning	3.72	3.45	4.74	4.47
4. The school campus is kept neat and clean	3.62	3.03	4.63	4.09
5. The school has ample open space	3.72	3.61	4.74	4.68
<b>Tangibles</b>	<b>3.68</b>	<b>3.41</b>	<b>4.71</b>	<b>4.45</b>



In the table 4.1, the results show that the total Expectation means and total Actuality means of the Pre-ODI SERVQUAL on the school's Tangibles sharply increased from 3.68 of the Expectation and 3.41 of the Actuality to 4.71 and 4.45 in the Post-ODI survey results respectively.

**Table 4.2 Comparison of PRE-ODI and POST-ODI SERVQUAL Means between Expectation and Actuality on Reliability**

Dimensions of Service Quality	PRE-ODI		POST-ODI	
	Expectation Mean	Actuality Mean	Expectation Mean	Actuality Mean
<b>Reliability</b>				
1. The principal is an able educational leader	3.70	3.25	4.71	4.31
2. The teaching faculty is experienced and competent	3.60	2.89	4.61	3.93
3. The school emphasizes English in curriculum	3.59	3.07	4.61	4.13
4. The school promotes creativity and entrepreneurial talent	3.48	2.67	4.49	3.71
5. The school has internal inspection and elements about integration	3.44	2.81	4.43	3.86
<b>Reliability</b>	<b>3.56</b>	<b>2.94</b>	<b>4.57</b>	<b>3.99</b>

In the table 4.2, the results show that the total Expectation means and total Actuality means of the Pre-ODI SERVQUAL on the school's Reliability sharply increased from 3.56 of the Expectation and 2.94 of the Actuality to 4.57 and 3.99 in the Post-ODI survey results respectively.

**Table 4.3 Comparison of PRE-ODI and POST-ODI SERVQUAL Means between Expectation and Actuality on Responsiveness**

Dimensions of Service Quality	PRE-ODI		POST-ODI	
	Expectation Mean	Actuality Mean	Expectation Mean	Actuality Mean
<b>Responsiveness</b>				
1. The principal communicates accurately and clearly	3.54	3.21	4.53	4.22
2. The school conducts regular programs and activities	3.55	3.57	4.53	4.56
3. The administrative staff give needed information	3.49	2.89	4.45	3.85
4. The school values the opinions/ideas of the parents	3.21	2.85	4.30	3.87
5. The school appreciates and awards meritorious students	3.64	3.53	4.61	4.52
<b>Responsiveness</b>	<b>3.49</b>	<b>3.21</b>	<b>4.49</b>	<b>4.21</b>

In the table 4.3, the results show that the total Expectation means and total Actuality means of the Pre-ODI SERVQUAL on the school's Responsiveness sharply increased from 3.49 of the Expectation and 3.21 of the Actuality to 4.49 and 4.21 in the Post-ODI survey results respectively.

**Table 4.4 Comparison of PRE-ODI and POST-ODI SERVQUAL Means between Expectation and Actuality on Assurance**

Dimensions of Service Quality	PRE-ODI		POST-ODI	
	Expectation Mean	Actuality Mean	Expectation Mean	Actuality Mean
<b>Assurance</b>				
1.The principal is trustworthy and assuring	3.67	3.33	4.67	4.30
2.The school conducts interaction with parents at regular intervals	3.41	3.16	4.38	4.14
3.The school maintains strict discipline & emphasizes values	3.65	2.74	4.60	3.84
4.The school campus is safe for my children	3.67	3.39	4.69	4.40
5.The school conducts the quality curriculums	3.62	2.93	4.67	4.00
<b>Assurance</b>	<b>3.61</b>	<b>3.11</b>	<b>4.60</b>	<b>4.14</b>

In the table 4.4, the results show that the total Expectation means and total Actuality means of the Pre-ODI SERVQUAL on the school's Assurance sharply increased from 3.61 of the Expectation and 3.11 of the Actuality to 4.60 and 4.14 in the Post-ODI survey results respectively.

**Table 4.5 Comparison of PRE-ODI and POST-ODI SERVQUAL Means between Expectation and Actuality on Empathy**

Dimensions of Service Quality	PRE-ODI		POST-ODI	
	Expectation Mean	Actuality Mean	Expectation Mean	Actuality Mean
<b>Empathy</b>				
1. The principal is trustworthy and assuring	3.64	3.06	4.61	4.09
2. I feel comfortable after talking to teaching faculty	3.47	2.82	4.49	3.83
3. The administrative staff is courteous and promote in giving service	3.49	2.67	4.49	3.72
4. The school has a full time child counselor	3.48	2.58	4.45	3.59
5. The teacher gives individual attention to my child	3.54	2.75	4.55	3.77
<b>Empathy</b>	<b>3.52</b>	<b>2.77</b>	<b>4.52</b>	<b>3.80</b>

In the table 4.5, the results show that the total Expectation means and total Actuality means of the Pre-ODI SERVQUAL on the school's Empathy sharply increased from 3.52 of the Expectation and 2.77 of the Actuality to 4.52 and 3.80 in the Post-ODI survey results respectively.

**Table 4.6 Comparison of PRE-ODI and POST-ODI SERVQUAL Means between Expectation and Actuality on Fees**

Dimensions of Service Quality	PRE-ODI		POST-ODI	
	Expectation Mean	Actuality Mean	Expectation Mean	Actuality Mean
<b>Fees</b>				
1.The school fees is reasonable	3.37	2.86	4.42	3.92
2.The school fees is comparable to other schools in the vicinity	2.32	1.90	4.32	3.88
3.The mode of fees payment is easy and convenient	3.59	3.18	4.59	4.24
4.I get more service than the fees I pay	3.51	2.80	4.50	3.89
5.The school utilizes the fees amount on expanding students' facilities and teachers' development	3.66	3.09	4.64	4.15
<b>Fees</b>	<b>3.29</b>	<b>2.77</b>	<b>4.49</b>	<b>4.02</b>

In the table 4.6, the results show that the total Expectation means and total Actuality means of the Pre-ODI SERVQUAL on the school's Fees sharply increased from 3.29 of the Expectation and 2.77 of the Actuality to 4.49 and 4.02 in the Post-ODI survey results respectively.

**Table 4.7 Stakeholders' Satisfaction toward Service Quality Prior to OD Intervention**

<b>Dimensions of Service Quality</b>		<b>Mean</b>	<b>SD</b>	<b>Rating</b>
<b>Tangibles</b>				
1. The school is conveniently located and easily accessible		3.50	.683	Agree
2. The school has physical infrastructure (bldg, equipment, lab, library, dormitory, etc.)		3.45	.626	Agree
3. The school has environment supportive learning		3.45	.614	Agree
4. The school campus is kept neat and clean		3.03	.765	Neutral
5. The school has ample open space		3.61	.583	Agree
<b>Tangibles</b>		<b>3.41</b>		<b>Agree</b>
<b>Reliability</b>				
6. The principal is an able educational leader		3.25	.709	Neutral
7. The teaching faculty is experienced and competent		2.89	.599	Neutral
8. The school emphasizes English in curriculum		3.07	.640	Neutral
9. The school promotes creativity and entrepreneurial talent		2.67	.753	Neutral
10. The school has internal inspection and elements about integration		2.81	.836	Neutral
<b>Reliability</b>		<b>2.94</b>	<b>.519</b>	<b>Neutral</b>

**Table 4.7 (Cont.) Stakeholders' Satisfaction toward Service Quality Prior to OD Intervention**

<b>Dimensions of Service Quality</b>		<b>Mean</b>	<b>SD</b>	<b>Rating</b>
<b>Responsiveness</b>				
11. The principal communicates accurately and clearly		3.21	.666	Neutral
12. The school conducts regular programs and activities		3.57	.576	Agree
13. The administrative staff give needed information		2.89	.756	Neutral
14. The school values the opinions/ideas of the parents		2.85	.632	Neutral
15. The school appreciates and awards meritorious students		3.53	.604	Agree
<b>Responsiveness</b>		<b>3.21</b>	<b>.469</b>	<b>Neutral</b>
<b>Assurance</b>				
16. The principal is trustworthy and assuring		3.33	.692	Neutral
17. The school conducts interaction with parents at regular intervals		3.16	.695	Neutral
18. The school maintains strict discipline & emphasizes values		2.74	.774	Neutral
19. The school campus is safe for my children		3.39	.695	Neutral
20. The school conducts the quality curriculums		2.93	.683	Neutral
<b>Assurance</b>		<b>3.11</b>	<b>.475</b>	<b>Neutral</b>

**Table 4.7 (Cont.) Stakeholders' Satisfaction toward Service Quality Prior to OD Intervention**

<b>Dimensions of Service Quality</b>		<b>Mean</b>	<b>SD</b>	<b>Rating</b>
<b>Empathy</b>				
	21. The principal is trustworthy and assuring	3.06	.751	Neutral
	22. I feel comfortable after talking to teaching faculty	2.82	.667	Neutral
	23. The administrative staff is courteous and promote in giving service	2.67	.673	Neutral
	24. The school has a full time child counselor	2.58	.855	Disagree
	25. The teacher gives individual attention to my child	2.75	.743	Neutral
	<b>Empathy</b>	<b>2.77</b>	<b>.570</b>	<b>Neutral</b>
<b>Fees</b>				
	26. The school fees is reasonable	2.86	.707	Neutral
	27. The school fees is comparable to other schools in the vicinity	1.90	.730	Disagree
	28. The mode of fees payment is easy and convenient	3.18	.749	Neutral
	29. I get more service than the fees I pay	2.80	.8.4	Neutral
	30. The school utilizes the fees amount on expanding students' facilities and teachers' development	3.09	.742	Neutral
	<b>Fees</b>	<b>2.77</b>	<b>.565</b>	<b>Neutral</b>



The results shown in Table 4.7 indicate the level of agreement toward satisfaction of service quality to each element with regard to the six aspects.

Regarding Tangibles dimension, the average mean value 3.41 belongs to the range of 3.41 – 4.20 which represents “Agree” level. As recommended by Anderson et al., (2002) it indicates that the respondents are overall satisfied with the factors under this dimension. However, it is to be noted that one element: “campus cleanliness” (3.03) its average mean value come under the range of 2.61 – 3.40 which points out that the respondents are neutral.

With respect to reliability, the average mean value 2.94 falls in the range of 2.61 – 3.40 which again represent “Neutral” level. Whereas, it is to be noted that all elements showed an average mean value that belongs to the range of 2.61 – 3.40 which means the respondents are neutral on this dimension.

Toward responsiveness, the average mean value 3.21, this comes under the interval of 2.61 – 3.40 which again represents “Neutral” level. Hence, according to Anderson Et al. (2002) the researcher can say that the respondents are overall satisfied with the service quality factors under this dimension like; “programs by professional bodies”; and “appreciation & awards.”

In the dimension of assurance, the average mean value shown 3.11 belongs to the interval of 2.61 – 3.40 which again represents “Neutral” level. Whereas, it is to be noted that all elements showed an average mean value that belongs to the range of 2.61 – 3.40 which means the respondents are neutral on this dimension.

For the empathy dimension, the average mean value 2.77, which again falls in the interval of 2.61 – 3.40, as stated by Anderson et al., (2002) indicates that the respondents are overall neutral toward the factors under the dimension. Whereas, it is to be noted that all elements except; “full time child counselor” showed an average mean value in the range of 2.61 - 3.40 which means the respondents are neutral on this dimension.

In the aspect of fees, the average mean value 2.77, which falls in the range of 2.61 - 3.40 can be constructed, as stated by Anderson et al.,(2002) that the respondents are neutral which stands for neutral. Anyway, it is to be noted that one factors under the dimension; “fees is comparable” which shows an average mean value of 1.90 fall under the range of 1.81 - 2.60 which represents that the respondents are dissatisfied.

In summary, five out of the six dimensions belong to the arbitrary level of 2.61 – 3.40 average mean value represented respondents’ satisfaction of service quality toward the dimensions. While, the aspect of “Tangibles” belongs the interval of 3.41 – 4.20 average mean value indicates that the respondents are satisfied on this aspect.

After completing the OD Intervention the researcher once again distributes the same survey instrument to the group of 464 respondents who participated in the pre- ODI survey. Data collected from the respondents is entered into the SPSS and is subjected to appropriate tests. The results of the test are presented in table 4.8.

**Table 4.8 Stakeholders' Satisfaction toward Service Quality Post OD Intervention**

<b>Dimensions of Service Quality</b>		<b>Mean</b>	<b>SD</b>	<b>Rating</b>
<b>Tangibles</b>				
1. The school is conveniently located and easily accessible		4.55	.627	Strongly Agree
2. The school has physical infrastructure (bldg, equipment, lab, library, dormitory, etc.)		4.49	.617	Strongly Agree
3. The school has environment supportive learning		4.47	.592	Strongly Agree
4. The school campus is kept neat and clean		4.09	.748	Agree
5. The school has ample open space		4.68	.539	Strongly Agree
<b>Tangibles</b>		<b>4.45</b>	<b>.450</b>	<b>Strongly Agree</b>
<b>Reliability</b>				
6. The principal is an able educational leader		4.31	.679	Strongly Agree
7. The teaching faculty is experienced and competent		3.93	.581	Agree
8. The school emphasizes English in curriculum		4.13	.644	Agree
9. The school promotes creativity and entrepreneurial talent		3.71	.732	Agree
10. The school has internal inspection and elements about integration		3.86	.748	Agree
<b>Reliability</b>		<b>3.99</b>	<b>.501</b>	<b>Agree</b>

**Table 4.8 (Cont.) Stakeholders' Satisfaction toward Service Quality Post OD Intervention**

Dimensions of Service Quality	Mean	SD	Rating
<b>Responsiveness</b>			
11. The principal communicates accurately and clearly	4.22	.681	Strongly Agree
12. The school conducts regular programs and activities	4.56	.638	Strongly Agree
13. The administrative staff give needed information	3.85	.719	Agree
14. The school values the opinions/ideas of the parents	3.87	.687	Agree
15. The school appreciates and awards meritorious students (good behaved, distinguish in sports, etc.)	4.52	.616	Strongly Agree
<b>Responsiveness</b>	<b>4.21</b>	<b>.481</b>	<b>Strongly Agree</b>
<b>Assurance</b>			
16. The principal is trustworthy and assuring	4.30	.717	Strongly Agree
17. The school conducts interaction with parents at regular intervals	4.14	.735	Agree
18. The school maintains strict discipline & emphasizes values.	3.84	.783	Agree
19. The school campus is safe for my children.	4.40	.654	Strongly Agree
20. The school conducts the quality curriculums.	4.00	.707	Agree
<b>Assurance</b>	<b>4.14</b>	<b>.509</b>	<b>Agree</b>

**Table 4.8 (Cont.) Stakeholders' Satisfaction toward Service Quality Post OD Intervention**

Dimensions of Service Quality		Mean	SD	Rating
<b>Empathy</b>				
21.	The principal cares and accompanies my child.	4.09	.719	Agree
22.	I feel comfortable after talking to teaching faculty.	3.83	.732	Agree
23.	The administrative staff is courteous and prompt in giving service.	3.72	.708	Agree
24.	The school has a full time child counselor.	3.59	.837	Agree
25.	The teacher gives individual attention to my child.	3.77	.743	Agree
<b>Empathy</b>		<b>3.80</b>	<b>.585</b>	<b>Agree</b>
<b>Fees</b>				
26.	The school fees is reasonable	3.92	.695	Agree
27.	The school fees is comparable to other schools in the vicinity	3.88	.714	Agree
28.	The mode of fees payment is easy and convenient	4.24	.745	Strongly Agree
29.	I get more service than the fees I pay	3.89	.724	Agree
30.	The school utilizes the fees amount on expanding students' facilities and teachers' development	4.15	.717	Agree
<b>Fees</b>		<b>4.02</b>	<b>.546</b>	<b>Agree</b>

In order to find out the effect of OD Intervention the researcher prepared the following table 4.9 combining the average means values obtained in Pre and Post ODI surveys.

Table 4.9 Comparison of Difference of OD Intervention between Pre - ODI and Post -ODI

Statement	Pre ODI			Post ODI		
	Mean	SD	Rating	Mean	SD	Rating
<b>Tangibles</b>						
1. The school is conveniently located and easily accessible	3.50	.683	Agree	4.55	.627	Strongly Agree
2. The school has physical infrastructure (bldg, equipment, lab, library, dormitory, etc.)	3.45	.626	Agree	4.49	.617	Strongly Agree
3. The school has environment supportive learning	3.45	.614	Agree	4.47	.592	Strongly Agree
4. The school campus is kept neat and clean	3.03	.765	Neutral	4.09	.748	Agree
5. The school has ample open space	3.61	.583	Agree	4.68	.539	Strongly Agree
<b>Tangibles</b>	<b>3.41</b>		<b>Agree</b>	<b>4.45</b>		<b>Strongly Agree</b>

Table 4.9 (Cont.) Comparison of Difference of OD Intervention between Pre - ODI and Post -ODI

Statement	Pre ODI			Post ODI		
	Mean	SD	Rating	Mean	SD	Rating
<b>Reliability</b>						
6. The principal is an able educational leader	3.25	.709	Neutral	4.31	.679	Strongly Agree
7. The teaching faculty is experienced and competent	2.89	.599	Neutral	3.93	.581	Agree
8. The school emphasizes English in curriculum	3.07	.640	Neutral	4.13	.644	Agree
9. The school promotes creativity and entrepreneurial talent	2.67	.753	Neutral	3.71	.732	Agree
10. The school has internal inspection and elements about integration	2.81	.836	Neutral	3.86	.748	Agree
<b>Reliability</b>	<b>2.94</b>		<b>Neutral</b>	<b>3.99</b>		<b>Agree</b>

Table 4.9 (Cont.) Comparison of Difference of OD Intervention between Pre - ODI and Post -ODI

Statement	Pre ODI			Post ODI		
	Mean	SD	Rating	Mean	SD	Rating
<b>Responsiveness</b>						
11. The principal communicates accurately and clearly	3.21	.666	Neutral	4.22	.681	Strongly Agree
12. The school conducts regular programs and activities	3.57	.576	Agree	4.56	.638	Strongly Agree
13. The administrative staff give needed information	2.89	.756	Neutral	3.85	.719	Agree
14. The school values the opinions/ideas of the parents	2.85	.632	Neutral	3.87	.687	Agree
15. The school appreciates and awards meritorious students	3.53	.604	Agree	4.52	.616	Strongly Agree
<b>Responsiveness</b>	<b>3.21</b>		<b>Neutral</b>	<b>4.21</b>		<b>Strongly Agree</b>



**Table 4.9 (Cont.) Comparison of Difference of OD Intervention between Pre - ODI and Post -ODI**

Statement	Pre ODI			Post ODI		
	Mean	SD	Rating	Mean	SD	Rating
<b>Assurance</b>						
16. The principal is trustworthy and assuring	3.33	.692	Neutral	4.30	.717	Strongly Agree
17. The school conducts interaction with stakeholders at regular intervals	3.16	.695	Neutral	4.14	.735	Agree
18. The school maintains strict discipline & emphasizes values	2.74	.774	Neutral	3.84	.783	Agree
19. The school campus is safe for my children	3.39	.695	Neutral	4.40	.654	Strongly Agree
20. The school conducts the quality curriculums	2.93	.683	Neutral	4.00	.707	Agree
<b>Assurance</b>	<b>3.11</b>		<b>Neutral</b>	<b>4.14</b>		<b>Agree</b>

Table 4.9 (Cont.) Comparison of Difference of OD Intervention between Pre - ODI and Post -ODI

Statement	Pre ODI			Post ODI		
	Mean	SD	Rating	Mean	SD	Rating
<b>Empathy</b>						
21. The principal cares and accompanies my child.	3.06	.751	Neutral	4.09	.719	Agree
22. I feel comfortable after talking to teaching faculty.	2.82	.667	Neutral	3.83	.732	Agree
23. The administrative staff is courteous and prompt in giving service.	2.67	.673	Neutral	3.72	.708	Agree
24. The school has a full time child counselor	2.58	.855	Disagree	3.59	.837	Agree
25. The teacher gives individual attention to my child.	2.75	.743	Neutral	3.77	.743	Agree
<b>Empathy</b>	<b>2.77</b>		<b>Neutral</b>	<b>3.80</b>		<b>Agree</b>

Table 4.9 (Cont.) Comparison of Difference of OD Intervention between Pre - ODI and Post -ODI

Statement	Pre ODI			Post ODI		
	Mean	SD	Rating	Mean	SD	Rating
<b>Fees</b>						
26. The school fees is reasonable	2.86	.707	Neutral	3.92	.695	Agree
27. The school fees is comparable to other schools in the vicinity	1.90	.730	Disagree	3.88	.714	Agree
28. The mode of fees payment is easy and convenient	3.18	.749	Neutral	4.24	.745	Strongly Agree
29. I get more service than the fees I pay	2.80	.8.4	Neutral	3.89	.724	Agree
30. The school utilizes the fees amount on expanding students' facilities and teachers' development	3.09	.742	Neutral	4.15	.717	Agree
<b>Fees</b>	<b>2.77</b>		<b>Neutral</b>	<b>4.02</b>		<b>Agree</b>

The results shown in Table 4.9 compared the levels of satisfaction before and after ODI with regard to the six aspects of service quality as described below.

As regards Tangibles dimension, the Pre ODI average mean value remained at 3.41. This, according to Anderson et al., (2002) belongs to the arbitrary level of 3.41 – 4.20, which represented “Agree” category which in turn means “Satisfied.” Nevertheless, Post ODI the average mean value is shown as 4.45. This also represented “Strongly Agree” category which means the respondents are “Satisfied” with the factors under the dimension. However, when a comparison of mean values between the Pre and Post ODI is made, the average mean value witnessed a slight increase of 1.04 after the OD Intervention. This means an increase in the respondents’ satisfaction to the extent of 1.04 as regards tangible dimension following OD Intervention by the researcher.

On a careful examination of factor-by-factor under this dimension, it is found the factor “Open space & play ground” prior to OD Intervention recorded a mean value of 3.61, which belong to the arbitrary level of 3.41 – 4.20, in turn mean “Agree.” On the other hand, following the OD Intervention, the factor recorded a mean value of 4.68 which belong to the interval level of 4.21 – 5.00 which in turn means “Strongly Agree”. Thus, this factor which has witnessed 1.07 mean value increase in the satisfaction is upgraded from category “Satisfied” to “Strongly Satisfied” following the OD Intervention by the researcher.

With respect to reliability dimension, the Pre ODI average mean value is 2.94, which according to Anderson et al., (2002) belongs to the interval level of 2.61 – 3.40, which represented “Undecided/Neutral” category. Whereas, Post ODI the average mean

value is shown as 3.99. This represented “Agree” category which means the respondents are “Satisfied” with the factors under the dimension. However, when a comparison of average mean value between the Pre and Post ODI is made, the average mean registered an increase of 1.05 after the OD Intervention. It means a significant increase, to the extent of 1.05 in the respondents’ satisfaction as regards responsibility dimension following the OD Intervention by the researcher.

Toward the aspect of responsiveness, the average mean value before OD Intervention stands at 3.21, which according to Anderson et al., (2002) belongs to the interval of 2.61 – 3.40 represented “Neutral” category under that dimension. The Post ODI average mean value for this aspect show 4.21 which represented the “Agree” category meaning the respondents are “Satisfied.” When a comparison of the average mean values before and after ODI is made, it is found that the average mean jumped up by 1.00 following OD Intervention. This shows a quantum increase, to the degree of 1.00 in the respondents’ satisfaction toward responsiveness aspect following the OD Intervention by the researcher.

It is to be noted that the factor, “Programs by Professional Bodies” prior to OD Intervention, registers a mean value of 3.57 representing the arbitrary level of 3.41 – 4.20, which in turn means “Satisfied” on the satisfaction scale. Whereas, Post-ODI the same factor registered a mean value of 4.56 which also falls under the arbitrary level of 4.21 – 5.00 which in turn means the respondents’ are “Satisfied”. Thus, this factor has witnessed 0.99 mean value up-jump in the respondents’ satisfaction; is following the OD Intervention by the researcher.

In the dimension of assurance, the average mean value before OD Intervention is shown at 3.11, which according to Anderson et al., (2002) fitted in to the interval level of 2.61 – 3.40 which represents “Neutral” category which in turn meant the respondents are “Satisfied” with the factors under the dimension. The Post ODI average mean value for this dimension shows 4.14. This represents “Agree” category. However, when the average means of Pre and Post under this dimension are compared, it reveals a huge increase of 1.03 in the average mean value after the ODL. This means a significant increase, to the extent of 1.03 in the respondents’ satisfaction in the dimension of assurance following the OD Intervention by the researcher.

On a careful scrutiny of factor-by-factor under this dimension, it is found the average mean value of factor “Interaction with Stakeholders” prior to OD Intervention is recorded at 3.16, which belongs to the arbitrary level of 2.61 - 3.40, in turn means “Neutral” on the satisfaction scale. On the other hand, following the OD Intervention, the same factor recorded a mean value of 4.14 which belongs to the interval level of 3.41 - 4.20, which in turn means “Satisfied”. Thus this factor, which has witnessed an increase of 0.98 in the mean value moved up from “Neutral” category to “Satisfied” following the OD Intervention by the researcher.

For the empathy dimension, the average mean value prior to OD Intervention is shown at 2.77, which according to Anderson et al., (2002) belonged to the range of 2.61 – 3.40, which represents “Neutral” category under the dimension. Post ODI, for this dimension the average mean value shows 3.80 which represent “Agree” level meaning the respondents are “Satisfied.” Conversely, when the Pre and Post mean values were

compared, it reveals an insignificant increase 1.03 in the average mean value after the ODI. This means an increase in the respondents' satisfaction to the extent of 1.03 in the empathy dimension following the OD Intervention by the researcher.

On a careful scrutiny of factor-by-factor under this dimension, it is found the average mean value of factor "Faculty Care" prior to OD Intervention is shown at 2.82, which belong to the arbitrary level of 2.61-3.40, in turn meant "Neutral" on the satisfaction scale. On the other hand, following the OD Intervention, the same factor recorded a mean value of 3.83 which belong to the interval level of 3.41- 4.20 which in turn means "Satisfied". Thus, this factor which has witnessed an increase of 1.01 in the mean value moved-up from "Neutral" category to "Satisfied" following the OD Intervention by the researcher.

In the aspect of fees, the average mean value previous to OD Intervention stood at 2.77, which according to Anderson et al., (2002) belongs to the arbitrary level of 2.61-3.40, which represents "Neutral" category which means the respondents are "neither satisfied nor dissatisfied" with the factors under the aspect. The Post ODI average mean values for this dimension arrived at 4.02, which represented the respondents are "Satisfied." Subsequently, when the Pre and Post mean values were compared it reveals a significant increase by 1.25 in the mean value moved up from "Neutral" category to "Satisfied" following the OD intervention by the researcher.

It is found on factor-factor examination under this dimension, that the average mean value of factor "Fees Comparable" prior to OD Intervention recorded a mean value of 1.90 which belong to the arbitrary level of 1.81 – 2.60, in turn meant "Dissatisfied."

Conversely, following the OD Intervention, the same factor recorded a mean value of 3.88 which belong to the interval level of 3.41-4.20, which in turn means “Agree”. Thus, this factor which has witnessed 1.98 mean value increase in the satisfaction moved up from “Disatisfied” category to “Satisfeid” following the OD Intervention by the researcher.

#### **4.1.2 The Paired Sample t-Test: The PRE-ODI and POST-ODI Research Results**

The researcher examines the significance of means difference by applying the Paired Sample t-Test for the second research question. The hypothesis of the second research question is about testing the significant difference of stakeholders’ satisfaction with Assumption College Sriracha’s service quality between Pre-Organization Development Intervention and Post-Organization Development Intervention. The following statistical analysis and data interpretation are illustrated in this section as presented below.



**Table 4.10 The Difference of ODI between Pre-ODI and Post-ODI on Tangibility item no.1**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Tan-1: The school is conveniently located and easily accessible Pre ODI-Post ODI	-1.06	.818	-15.340	.000	Reject Ho

Table 4.10 shows the results of the effect of OD Intervention on Tangibility dimension item no.1 “The school is conveniently located and easily accessible.” The significant value in the table is equaled to 0.000, which is less than 0.05 of significance level of two tailed, the null hypothesis is rejected. Therefore, the researcher would conclude, there is a significant difference in the level of service quality on tangibility dimension item no. 1. following the OD intervention.

**Table 4.11 The Difference of ODI between Pre-ODI and Post-ODI on tangibility item no.2**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Tan-2: The school has physical infrastructure (bldg, equipment, lab, library, dormitory, etc.) Pre ODI-Post ODI	-1.04	.801	-15.462	.000	Reject Ho

Table 4.11 shows the results of effect of OD Intervention on Tangibility dimension item no.2 “The school has good physical infrastructure (building, equipment, lab etc).” The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, the researcher would conclude, that there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.2

**Table 4.12 The Difference of ODI between Pre-ODI and Post-ODI on tangibility item no.3**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Tan-3: The school has environment supportive learning Pre ODI-Post ODI	-1.02	.691	-17.538	.000	Reject Ho

Table 4.12 shows the results of effect of OD Intervention on Tangibility dimension item no.3 “The school has an environment supportive to learning.” The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, the researcher would conclude, there is a significant difference among the respondents regarding their satisfaction for item no.3. following the ODI.

**Table 4.13 The Difference of ODI between Pre-ODI and Post-ODI on tangibility item no.4**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Tan-4: The school campus is kept neat and clean Pre ODI-Post ODI	-1.01	.853	-14.111	.000	Reject Ho

Table 4.13 shows the results of effect of OD Intervention on Tangibility dimension item no.4 “The school campus is kept neat and clean” The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, the researcher would conclude, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.4.

**Table 4.14 The Difference of ODI between Pre-ODI and Post-ODI on tangibility item no.5**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Tan-5: The school has ample open space Pre ODI-Post ODI	-1.03	.736	-16.586	.000	Reject Ho

Table 4.14 shows the results of effect of OD Intervention on Tangibility dimension item no.5 “The school has ample open space and playground” The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, the researcher would conclude, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.5.

**Table 4.15 The Difference of ODI between Pre-ODI and Post-ODI on Reliability item no.1**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Rel-1: The principal is an able educational leader Pre ODI-Post ODI	-1.01	.737	-16.348	.000	Reject Ho

Table 4.15 shows the results of effect of OD Intervention on Reliability dimension item no.1 "The Principal is an able educational leader." The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. In conclusion, therefore, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.1.

**Table 4.16 The Difference of ODI between Pre-ODI and Post-ODI on Reliability item no.2**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Rel-2: The teaching faculty is experienced and competent Pre ODI-Post ODI	-1.01	.828	-14.545	.000	Reject Ho

Table 4.16 shows the results of effect of OD Intervention on Reliability dimension item no.2 “The teaching faculty is experienced and competent.” The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Hence, in conclusion, the researcher would state there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.2.

**Table 4.17 The Difference of ODI between Pre-ODI and Post-ODI on Reliability item no.3**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Rel-3: The school emphasizes English in curriculum Pre ODI-Post ODI	-1.03	.870	-14.041	.000	Reject Ho

Table 4.17 shows the results of effect of OD Intervention on Reliability dimension item no.3 “The school emphasizes English, Science and Mathematics.” The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Condequently, in conclusion, the researcher would state that there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.3.



**Table 4.18 The Difference of ODI between Pre-ODI and Post-ODI on Reliability item no.4**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Rel-4: The school promotes creativity and entrepreneurial talent Pre ODI-Post ODI	-1.02	.960	-12.637	.000	Reject Ho

Table 4.18 shows the results of effect of OD Intervention on Reliability dimension item no.4 "The school promotes creativity and entrepreneurial talent." The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, in conclusion, the researcher would state that there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.4.

**Table 4.19 The Difference of ODI between Pre-ODI and Post-ODI on Reliability item no.5**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Rel-5: The school has internal inspection and elements about integration Pre ODI-Post ODI	-0.99	.931	-12.435	.000	Reject Ho

Table 4.19 shows the results of effect of OD Intervention on Reliability dimension item no.5 “The school has internal assessment as an integral component.” The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Hence, in conclusion, the researcher would state that there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.5.

**Table 4.20 The Difference of ODI between Pre-ODI and Post-ODI on Responsiveness item no.1**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Res-1: The principal communicates accurately and clearly Pre ODI-Post ODI	-0.99	.770	-15.313	.000	Reject Ho

Table 4.20 shows the results of effect of OD Intervention on Responsiveness dimension item no.1 "The Principal communicates accurately and clearly." The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. In conclusion, the researcher would conclude, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.1.

**Table 4.21 The Difference of ODI between Pre-ODI and Post-ODI on Responsiveness item no.2**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Res-2: The school conducts regular programs and activities Pre ODI- Post ODI	-0.99	.853	- 13.716	.000	Reject Ho

Table 4.21 shows the results of effect of OD Intervention on Responsiveness dimension item no.2 “The school conducts regularly programs through ‘Trendsetters’ and ‘CMCA’.” The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. The researcher, therefore, would conclude there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.2.

**Table 4.22 The Difference of ODI between Pre-ODI and Post-ODI on Responsiveness item no.3**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Res-3: The administrative staff give needed information Pre ODI-Post ODI	-0.96	.909	-12.504	.000	Reject Ho

Table 4.22 shows the results of effect of OD Intervention on Responsiveness dimension item no.3 “The Administration Staff gives needed information.” The significant value in the table is equaled to 0.00, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, the researcher would conclude, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.3.

**Table 4.23 The Difference of ODI between Pre-ODI and Post-ODI on Responsiveness item no.4**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Res-4: The school values the opinions /ideas of the parents Pre ODI-Post ODI	-1.09	1.025	-12.575	.000	Reject Ho

Table 4.23 shows the results of effect of OD Intervention on Responsiveness dimension item no.4 “The school values the opinions/ideas of stakeholders.” The significant value in the table is equaled to 0.00, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, in conclusion, the researcher would state that there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.4.

**Table 4.24 The Difference of ODI between Pre-ODI and Post-ODI on Responsiveness item no.4**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Res-4: The school appreciates and awards meritorious students (good behaved, distinguish in sports, etc.) Pre ODI-Post ODI	-0.97	.828	-13.941	.000	Reject Ho

Table 4.24 shows the results of effect of OD Intervention on Responsiveness dimension item no.5 “The school appreciates and awards meritorious students.” The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, in conclusion, the researcher would state that there is no significant difference following the ODI, among the respondents regarding their satisfaction for item no.5.

**Table 4.25 The Difference of ODI between Pre-ODI and Post-ODI on Assurance item no.1**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Ass-1: The principal is trustworthy and assuring Pre ODI-Post ODI	-1.01	.770	-15.532	.000	Reject Ho

Table 4.25 shows the results of effect of OD Intervention on Assurance dimension item no.1 "The Principal is trustworthy and assuring" The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. As a result, the researcher would conclude that there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.1.



**Table 4.26 The Difference of ODI between Pre-ODI and Post-ODI on Assurance item no.2**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Ass-2: The school conducts interaction with parents at regular intervals Pre ODI-Post ODI	-0.96	.959	- 11.940	.000	Reject Ho

Shown on table 4.26 are the results of effect of OD Intervention on Assurance dimension item no.2 “The school conducts interaction whit stakeholders at regular intervals.” The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, in conclusion, the researcher would stats that there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.2.

**Table 4.27 The Difference of ODI between Pre-ODI and Post-ODI on Assurance item no.3**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Ass-3: The school maintains strict discipline & emphasizes values Pre ODI-Post ODI	-0.95	.889	- 12.693	.000	Reject Ho

Shown on t table 4.27 are the results of effect of OD Intervention on Assurance dimension item no.3 "The school maintains strict discipline and emphasizes values." The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, in conclusion, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.3.

**Table 4.28 The Difference of ODI between Pre-ODI and Post-ODI on Assurance item no.4**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Ass-4: The school campus is safe for my children Pre ODI-Post ODI	-1.01	.811	- 14.858	.000	Reject Ho

Table 4.28 shows the results of the effect of OD Intervention on Assurance dimension item no.4 "The school campus is safe for my children." The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Hence, in conclusion, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.4.

**Table 4.29 The Difference of ODI between Pre-ODI and Post-ODI on Assurance item no.5**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Ass-5: The school conducts the quality curriculums Pre ODI-Post ODI	-1.05	.831	- 15.001	.000	Reject Ho

Table 4.29 shows the results of the effect of OD Intervention on Assurance dimension item no.5 "The school conducts the quality curriculums." The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. So, in conclusion, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.5.

**Table 4.30 The Difference of ODI between Pre-ODI and Post-ODI on Empathy item no.1**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Emp1: The principal is trustworthy and assuring Pre ODI-Post ODI	-0.98	.741	-15.677	.000	Reject Ho

Table 4.30 shows the results of effect of OD Intervention on Empathy dimension item no.1 "The Principal cares and accompanies my child." The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, the researcher would state that there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.1.

**Table 4.31 The Difference of ODI between Pre-ODI and Post-ODI on Empathy item no.2**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Emp2: I feel comfortable after talking to teaching faculty Pre ODI-Post ODI	-1.00	.969	-11.899	.000	Reject Ho

Table 4.31 shows the results of the effect of OD Intervention on empathy dimension item no.2 “I feel comfortable after talking to reaching faculty.” The significant value in the table is equaled to 0.000 which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, in conclusion, the researcher would state that there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.2.

**Table 4.32 The Difference of ODI between Pre-ODI and Post-ODI on Empathy item no.3**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Emp3: The administrative staff is courteous and promote in giving service Pre ODI-Post ODI	-1.00	.956	-12.418	.000	Reject Ho

Table 4.32 shows the results of the effect of OD Intervention on empathy dimension item no.3 “The administrative staff is courteous and prompt in giving service.” The significant value in the table is equaled to 0.000 which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, the researcher would conclude, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.3.

**Table 4.33 The Difference of ODI between Pre-ODI and Post-ODI on Empathy item no.4**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Emp4: The school has a full time child counselor Pre ODI- Post ODI	-0.96	.981	-11.671	.000	Reject Ho

Table 4.33 shows the results of the effect of OD Intervention on empathy dimension item no.4 “The school has full time child counselor.” The significant value in the table is equaled to 0.000 which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, in conclusion, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.4.



**Table 4.34 The Difference of ODI between Pre-ODI and Post-ODI on Empathy item no.5**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Emp5: The teacher gives individual attention to my child Pre ODI-Post ODI	-1.00	.849	- 13.788	.000	Reject Ho

Table 4.34 shows the results of the effect of OD Intervention on empathy dimension item no.5 "The teacher gives individual attention to my child." The significant value in the table is equaled to 0.000 which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, in conclusion, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.5.

**Table 4.35 The Difference of ODI between Pre-ODI and Post-ODI on Fees item no.1**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Fee1: The school fees is reasonable Pre ODI-Post ODI	-1.04	.943	-12.947	.000	Reject Ho

Table 4.35 shows the results of the effect of OD Intervention on Fees dimension item no.1 “The school fee is reasonable.” The significant value in the table is equaled to 0.000, which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, in conclusion, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.1.

**Table 4.36 The Difference of ODI between Pre-ODI and Post-ODI on Fees item no.2**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Fees2: The school fees is comparable to other schools in the vicinity Pre ODI-Post ODI	-1.99	1.004	-23.411	.000	Reject Ho

Table 4.36 shows the results of the effect of OD Intervention on fee dimension item no.2 “The school fee is comparable to other school in the vicinity.” The significant value in the table is equaled to 0.000 which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, in conclusion, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.2.

**Table 4.37 The Difference of ODI between Pre-ODI and Post-ODI on Fees item no.3**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Fee3: The mode of fees payment is easy and convenient Pre ODI-Post ODI	-0.99	.860	- 13.518	.000	Reject Ho

Table 4.37 shows the results of the effect of OD Intervention on fee dimension item no.3 “The mode of fees payment is easy and convenient.” The significant value in the table is equaled to 0.000 which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, in conclusion, there is highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.3.

**Table 4.38 The Difference of ODI between Pre-ODI and Post-ODI on Fees item no.4**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Fee4: I get more service than the fees I pay Pre ODI-Post ODI	-0.98	.932	-12.334	.000	Reject Ho

Table 4.38 shows the results of the effect of OD Intervention on fee dimension item no.3 "I get more service than the fees I pay." The significant value in the table is equaled to 0.000 which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, in conclusion, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.4.

**Table 4.39 The Difference of ODI between Pre-ODI and Post-ODI on Fees item no.5**

Dimension		Paired Differences		t	Sig.	Decision
		Mean	Std. Deviation			
Pair 1	Fee5: The school utilizes the fees amount on expanding students' facilities and teachers' development Pre ODI-Post ODI	-0.98	.803	- 14.369	.000	Reject Ho

Table 4.39 shows the results of the effect of OD Intervention on fee dimension item no.5 "The school utilizes the fees amount on expanding students' facilities and teachers' development." The significant value in the table is equaled to 0.000 which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, in conclusion, there is a highly significant difference following the ODI, among the respondents regarding their satisfaction for item no.5.

**Table 4.40 The Difference of ODI variable by variable between Pre-ODI and Post-ODI**

	Dimension	Paired Differences		T	Sig.(2) tailed	Decision
		Mean	SD			
	<b>Tangibles</b>					
Pair 1	Tan1:Pre ODI-Post ODI	-1.06	.818	-15.340	.000	Reject Ho
Pair 2	Tan2:Pre ODI-Post ODI	-1.04	.801	-15.462	.000	Reject Ho
Pair 3	Tan3:Pre ODI-Post ODI	-1.02	.691	-17.538	.000	Reject Ho
Pair 4	Tan4:Pre ODI-Post ODI	-1.01	.853	-14.111	.000	Reject Ho
Pair 5	Tan5:Pre ODI-Post ODI	-1.03	.736	-16.586	.000	Reject Ho
	<b>Reliability</b>					
Pair 7	Rel1:Pre ODI-Post ODI	-1.01	.737	-16.348	.000	Reject Ho
Pair 8	Rel2:Pre ODI-Post ODI	-1.01	.828	-14.545	.000	Reject Ho
Pair 9	Rel3:Pre ODI-Post ODI	-1.03	.870	-14.041	.000	Reject Ho
Pair 10	Rel4:Pre ODI-Post ODI	-1.02	.960	-12.637	.000	Reject Ho
	Rel5:Pre ODI-Post ODI	-0.99	.931	-12.435	.000	Reject Ho

**Table 4.40 (Cont.) The Difference of ODI variable by variable between Pre-ODI and Post-ODI**

Dimension		Paired Differences		T	Sig.(2) tailed	Decision
		Mean	SD			
<b>Responsiveness</b>						
Pair 11	Res1:Pre-ODI-Post ODI	-0.99	.770	-15.313	.000	Reject Ho
Pair 12	Res2:Pre-ODI-Post ODI	-0.99	.853	-13.716	.000	Reject Ho
Pair 13	Res3:Pre-ODI-Post ODI	-0.96	.909	-12.504	.000	Reject Ho
Pair 14	Res4:Pre-ODI-Post ODI	-1.09	1.025	-12.575	.000	Reject Ho
Pair 15	Res5:Pre-ODI-Post ODI	-0.97	.828	-13.941	.000	Reject Ho
<b>Assurance</b>						
Pair 16	Ass1:Pre-ODI-Post ODI	-1.01	.770	-15.532	.000	Reject Ho
Pair 17	Ass2:Pre-ODI-Post ODI	-0.96	.959	-11.940	.000	Reject Ho
Pair 18	Ass3:Pre-ODI-Post ODI	-0.95	.889	-12.693	.000	Reject Ho
Pair 19	Ass4:Pre-ODI-Post ODI	-1.01	.811	-14.858	.000	Reject Ho
Pair 20	Ass5:Pre-ODI-Post ODI	-1.05	.831	-15.001	.000	Reject Ho

**Table 4.40 (Cont.) The Difference of ODI variable by variable between Pre-ODI and Post-ODI**

Dimension		Paired Differences		T	Sig.(2) tailed	Decision
		Mean	SD			
	<b>Empathy</b>					
Pair 21	Emp1: Pre-ODI-Post ODI	-0.98	.741	-15.677	.000	Reject Ho
Pair 22	Emp2: Pre-ODI-Post ODI	-1.00	.969	-11.899	.000	Reject Ho
Pair 23	Emp3: Pre-ODI-Post ODI	-1.00	.956	-12.418	.000	Reject Ho
Pair 24	Emp4: Pre-ODI-Post ODI	-0.96	.981	-11.671	.000	Reject Ho
Pair 25	Emp5: Pre-ODI-Post ODI	-1.00	.849	-13.788	.000	Reject Ho
	<b>Fees</b>					
Pair 26	Fee1: Pre-ODI-Post ODI	-1.04	.943	-12.947	.000	Reject Ho
Pair 27	Fee2: Pre-ODI-Post ODI	-1.99	1.004	-23.411	.000	Reject Ho
Pair 28	Fee3: Pre-ODI-Post ODI	-0.99	.860	-13.518	.000	Reject Ho
Pair 29	Fee4: Pre-ODI-Post ODI	-0.98	.932	-12.334	.000	Reject Ho
Pair 30	Fee5: Pre-ODI-Post ODI	-0.98	.803	-14.369	.000	Reject Ho



### 4.1.3 Hypothesis Testing and Statistical Decision

**Test of difference in the school service quality before and after the Organization Development Intervention process.**

**Ho1:** There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in the dimensions: (a) Tangibles, (b) Reliability, (c) Responsiveness, (d) Assurance, (e) Empathy and (f) Fees.

**Ha1:** There is a significant difference between Pre-ODI and Post-ODI on the level of service quality in the dimensions: (a) Tangibles, (b) Reliability, (c) Responsiveness, (d) Assurance, (e) Empathy and (f) Fees.

**Table 4.41 Paired Sample Statistics and Paired Sample test between Pre and post ODI on level of service quality in terms of satisfaction toward Tangibles dimension**

**Paired Sample Statistics**

Dimension		Mean	N	Std. Deviation	Std. Error Mean
Tangibles	Pre	3.4071	464	.47111	.03968
	Post	4.4535	464	.45007	.03790

### Paired Samples Test

Dimension	Paired Differences					t	df	Sig. (2-tailed)
Tangibles	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Post	-	.59653	.05024	-	-	-	140	.000
	1.0465			1.1458	.9471	20.830		

According to the results shown on table 4.41, there is a highly significant difference in the service quality level on the tangibles dimension. The significant value in the table is equaled to 0.000 which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, the researcher would conclude there is a highly significant difference in the level of service quality in terms of respondents' satisfaction on the tangible dimension following the OD Intervention.

### Hypothesis 1(b)

**Ho2:** There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of stakeholders' satisfaction toward Reliability dimension

**Ha2:** There is a significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of stakeholders' satisfaction toward Reliability dimension

**Table 4.42 Paired Sample Statistics and Paired Sample test between Pre and post ODI on level of service quality in terms of satisfaction toward Tangibles dimension**

#### Paired Sample Statistics

Dimension		Mean	N	Std. Deviation	Std. Error Mean
Reliability	Pre	2.9379	464	.51851	.04367
	Post	3.9890	464	.50090	.04218

### Paired Samples Test

Dimensio n	Paired Differences						t	df	Sig. (2- tailed )
Reliability	Mean	Std. Deviatio n	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Uppe r				
Pre- Pos t	- 1.051 1	.71373	.0601	- 1.169 9	- .9322	- 17.48 7	14 0	.000	

According to the results shown on table 4.42, there is a highly significant difference in the service quality level on the tangibles dimension. The significant value in the table is equaled to 0.000 which is more than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, the researcher would conclude there is a highly significant difference in the level of service quality in terms of respondents' satisfaction on the tangible dimension following the OD Intervention.

### Hypothesis 1(c)

**Ho3:** There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of stakeholders' satisfaction toward Reliability dimension

**Ha3:** There is a significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of stakeholders' satisfaction toward Reliability dimension

**Table 4.43 Paired Sample Statistics and Paired Sample test between Pre and post ODI on level of service quality in terms of satisfaction toward Responsiveness dimension.**

**Paired Sample Statistics**

Dimension		Mean	N	Std. Deviation	Std. Error Mean
Responsiveness	Pre	3.2131	464	.46857	.03946
	Post	4.2078	464	.48127	.04053

### Paired Samples Test

Dimension	Paired Differences						t	df	Sig.
Responsiveness	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)	
				Lower	Upper				
Pre-	-	.64361	.05420	-	-	-	140	.000	
Post	.9947			1.1018	.8875	18.351			

As per the results presented on table 4.43, there is a significant difference in the service quality level on the Responsiveness dimension. The significant value in the table is equaled to 0.000 which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, the researcher would conclude following the OD Intervention there is highly significant difference in the level of service quality in terms of respondents' satisfaction on the Responsiveness dimension.

### Hypothesis 1(d)

**Ho4:** There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of stakeholders' satisfaction toward assurance dimension.

**Ha4:** There is a significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of stakeholders' satisfaction toward assurance dimension.

**Table 4.44 Paired Sample Statistics and Paired Sample test between Pre and post ODI on level of service quality in terms of satisfaction toward assurance dimension.**

#### Paired Sample Statistics

Dimension		Mean	N	Std. Deviation	Std. Error Mean
Assurance	Pre	3.1110	464	.47483	.03999
	Post	4.1379	464	.50892	.04286

### Paired Samples Test

Dimension	Paired Differences						t	df	Sig. (2-tailed)	
Assurance	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		-	-	-	140	.000
				Lower	Upper					
Pre-	-	.67413	.05677	-	-	-	-	-	140	.000
Post	1.0270			1.1392	.9147	18.089				

As per the results presented on table 4.44, there is a significant difference in the service quality level on the assurance dimension. The significant value in the table is equaled to 0.000 which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, the researcher would conclude following the OD Intervention there is a highly significant difference in the level of service quality in terms of respondents' satisfaction on the assurance dimension.



### Hypothesis 1(e)

**Ho5:** There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of stakeholders' satisfaction toward Reliability dimension.

**Ha5:** There is a significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of stakeholders' satisfaction toward Reliability dimension.

**Table 4.45 Paired Sample Statistics and Paired Sample test between Pre and post ODI on level of service quality in terms of satisfaction toward Responsiveness dimension.**

**Paired Sample Statistics**

Dimension		Mean	N	Std. Deviation	Std. Error Mean
Empathy	Pre	2.7741	464	.57036	.04803
	Post	3.7986	464	.58514	.04928

### Paired Samples Test

Dimension	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Post	-1.0245	.79475	.06693	-1.1568	-.8921	-15.307	140	.000

As per the results presented on table 4.45, there is a significant difference in the service quality level on the empathy dimension. The significant value in the table is equaled to 0.000 which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, the researcher would conclude following the OD Intervention there is a highly significant difference in the level of service quality in terms of respondents' satisfaction on the Responsiveness dimension.

### Hypothesis 1(f)

**Ho6:** There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of stakeholders' satisfaction toward assurance dimension.

**Ha6:** There is a significant difference between Pre-ODI and Post-ODI on the level of service quality in terms of stakeholders' satisfaction toward assurance dimension.

**Table 4.46 Paired Sample Statistics and Paired Sample test between Pre and post ODI on level of service quality in terms of satisfaction toward assurance dimension.**

#### Paired Sample Statistics

Dimension		Mean	N	Std. Deviation	Std. Error Mean
Fees	Pre	2.7660	464	.56516	.04759
	Post	4.0177	464	.54616	.04599

### Paired Samples Test

Dimension	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Post	-1.2518	.73245	.06168	-1.3737	- 1.1298	- 20.294	140	.000

As per the results shown table 4.46, there is a significant difference in the service quality level on the empathy dimension. The significant value in the table is equaled to 0.000 which is less than 0.05 significance level of two tailed, the null hypothesis is rejected. Therefore, the researcher would conclude, following the OD Intervention there is a highly significant difference in the level of service quality in terms of respondents' satisfaction on the fees dimension.

**Table 4.47: Summary of Hypotheses Testing**

<b>Null Hypothesis Statements</b>	<b>Significance Level</b>	<b>Result of null Hypothesis Testing</b>
Ho: There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in the dimension of.		
(a) Tangibles	0.000	Reject Ho
(b) Reliability	0.000	Reject Ho
(c) Responsiveness	0.000	Reject Ho
(d) Assurance	0.000	Reject Ho
(e) Empathy	0.000	Reject Ho
(f) Fees	0.000	Reject Ho

## **4.2 Part Two: Qualitative Research Results—Analyzing and Interpreting the Data from Appreciative Inquiry Workshops and ODI Activities**

With the evidence amassing over the last thirty years of the power to create positive, sustainable change in people, cultures, and organizations and the planet, a constant key predictor of peak performance and sustained commitment remains the ability to create an environment in which people are engaged and energized. Each of the workshops provides that opportunity. Each topic starts conversations that will move an organization closer to becoming a strength-based culture (Barrett, F.J., and Fry, R., 2005).

In this study, the workshops' design principles and facilitation practice are reviewed. They include the importance of affirmative topics and language; the fateful role of the first questions; the significance of positive imagery leading to positive actions; group dynamics; being clear about workshop objectives and learning outcomes; understanding where the 4-D cycle is applied; and stepping back to allow the collective sense-making to emerge from the group. The workshops cover a range of topics. Some are oldies but goodies—those that are always in demand; for example, change, leadership, team building, creativity, and customer service. Then there are newer topics that are of growing strategic importance as generational shifts (demographic as well as technological) influence us with unprecedented speed—topics such as collaboration, diversity, social media, environment, sustainability, and life/work balance, to name a few (Cooperrider, D.L., Whitney, D., & Starvos, J.M., 2008). The topics, process, and structure of each workshop are designed following the Appreciative

Inquiry 4-D Cycle, leaving the specific contextual content to be determined by the facilitator and the participants. All the workshops enable participants to discover existing strengths and assets through generative conversations that accelerate the rate at which people find connection and make sense of the collective inputs. As participants find meaning together and co-create new knowledge, they amplify and elevate the strengths and assets of the system—the positive core and, as a result, feelings and expressions of self and group empowerment are palpable. These workshops are entirely interactive. The role of facilitator is to lead the participants through the introductory section of each workshop. Gradually, the participants take on leadership as they share stories, identify themes, and collectively discover what contributes to their best performances. Through a story telling, different perspectives open up and new levels of understanding are reached (Cooperrider, D.L., and Avital, M. (Eds.), 2004).

It is important to note that the workshop titles are affirmative in their language, evoking movement toward what people want. The titles of the workshops are a departure from the conventional way of dealing with change. A key way to shift an organization to a strength-based culture is to reframe problems as opportunities. Traditionally, the titles of many workshops are expressed in deficit language, putting the focus on the issue people want to avoid. With Appreciative Inquiry people focus on what people want to create—the solution itself. In accordance with the principles and practices of our methodology, the stories that are told in organizations and communities are those that people repeat over and over until people believe them at an unconscious and conscious level. These stories are not true in all cases at all times. So if people want to change the stories, people need to change the narrative. The changed narrative will

change the culture. If we study deficiencies, weaknesses, gaps, and low morale, that is what people will find. Equally, if people inquire into stories of pride, strengths, successes, and heightened engagement, that is what people will find (Barrett, F.J., and Fry, R., 2005). Having evidence of that which we want makes the goal far more feasible, motivating, and realizable. So topic choice and the language focus on the outcomes. The topics of inquiry illustrate the differences between affirmative topics and more traditional, deficit-based topics. The affirmative language is more likely to lead to a generative conversation and changed perspective (Csikzentmihalyi, M., 1990).

The purpose of each workshop is to work toward a solution through the collaborative process, appreciating multiple perspectives on issues, learning about strengths, and finding shared values, all of which will contribute to the most feasible and motivating outcomes for all. The difference between these workshops and others is about valuing and strength-based perspective that will move people closer to the goal that they want to achieve. The very first question people ask sets the tone and begins the change process including what has worked in the past, what the high points of people's experiences are, which enables them to access their best and proudest selves (Emery, M., and Purser, R., 1996). Contrast this with "We have a problem here and we need to do a root cause analysis to fix it." We choose to ask instead, "What worked well and what contributed to the success?" The aim is to consolidate the shared experiences so that we can: Find the leverage points and the momentum to keep doing that which works; Agree on what we need to change or stop doing; Identify what we need to create anew; and Ensure we are moving toward what we want and can commit to. There are two sets of overarching objectives for the workshops: 1) Individual or Micro Level: As



a result of participating, individuals will have increased awareness of personal, collective, and organizational strengths related to the topic of inquiry; Heightened sense of personal responsibility involved in shifting the dialogue to what can be done versus what can't be done; and Contributed toward future steps that will progress the collective imagining of what's possible; 2) Organizational or Macro Level: These workshops are an entry point to help organizations become more conscious and strength-based. The participatory affirming way of sharing stories open up to new ways of living and working (Bushe, G.R., 2007). The workshops are a practical way to: Surface mental models; Hold generative conversations; Co-create new meaning from collective knowledge; Experience reflective consciousness; and Work at strengthening the organization's strengths. In preparing to deliver a workshop, some additional and specific objectives will probably be needed in mind and an idea of desired workshop outcomes based on the learning needs of people's group and people's organization will be achieved. In sum, the discovery interview of high-point experiences is the initial step of inquiry and begins to shift the levels of energy, setting in motion the potential to embrace change, create new mindsets, and reveal emotions and behaviors in a generative way. From the very first question asked, there is the potential for transformational change and to begin the shift toward living and working with greater consciousness and building strength-based organizations (Fredrickson, B.L., 2001).

As one of the research questions, the researcher wanted to know what SOAR can be measured in the context of Assumption College Sriracha (ACS) that the three-year Development Plan can be originated for the school mobilizing Appreciative Inquiry (AI) as the Organization Development (OD) Intervention to better schooling

quality. In order to answer this research question, the researcher conducted an OD Intervention process led by the Appreciative Inquiry Methodology using SOAR framework mentioned in the previous chapters and found the following results.

#### **4.2.1 The School's Strengths through Discovery of 4-D Model**

On Day 1, the researcher started welcoming and providing the overview of the summit agenda. The introduction to topic and community-building exercise were launched in the workshop. The researcher suggested that the participants review the existing documents (i.e., secondary data). From the secondary data's results, the researcher found that one of creative potentials was sometimes quite apparent. It was what the school management looked for when they were skimming resumes, the notes of interviewing job candidates, and selecting team members. It was what the administrators heard when they asked people to share success stories and depict best practices. Another source of qualitative approaches conducted in this study was about primary data by interviewing stakeholders. They demonstrated when they spoke from their hearts, gave voice to their innovative intentions, or expressed their commitment to positive change. The researcher assumed that there were some elements that gave the school life and energy. At the same, it was quite possible that the members in the organization were not aware of it and that they might need time and encouragement to explore this fully. Whitney, (1998) described this phase as "a quest to fill the organization's conversations with talk of positive possibilities." Participants of the AI summit discovered a number of strengths, active and dormant that gave life to the ACS.

The strengths as narrated and confirmed by them in relation to each of the theme were given below in the form of tables and followed by quotable quotes. Statements of strengths were appropriate to the themes received from the participants of qualitative methods and AI workshops, which were shown in the following research results.

Question 1: What are we working really well?

The following answers are listed by discovered themes as follow:

Theme 1.1:

- Conducive atmosphere for teaching and learning
- Able and efficient Principal
- An effective top-down communication
- Providing education in syllabus
- Holding annual science exhibition
- Holding inter-school quiz competitions
- Remedial classed for low performers
- Class lessons integrated to real life situations
- Use of modern teaching aids to enhance student learning
- Opportunities for demonstrating leadership qualities
- Encouragement to learn one foreign language
- Continuous monitoring & evaluation
- Emphasis on values and character formation
- Sports & games

Theme 1.2:

- Waiver of tuition fees to some students

- Not collecting development fees
- Saturday and Sunday off
- Christmas and Summer holidays
- Teachers' Day celebration,
- Children's' Day celebration and gifts
- Annual faculty & staff excursion
- Every Friday of the month Holy Mass

Theme 1.3:

- Directing all the resources and energies toward student academic achievement
- Implementation of Multiple Intelligences Development Model
- Encouragement to teachers to publish their experiences and innovations in teaching

Theme 1.4:

- Services of Child counselor
- After class hour classes for low performers
- Encouragement and motivation to pupils to appear in Talent Competition Exams
- Help of Professional coaches in sports
- Investments in ICT

Theme 1.5:

- High-engagement appreciative structure with roles and responsibilities well defined

- Open and honest communication, when people realize they won't get into trouble by speaking up
- Regular stakeholder meetings and open houses sessions

## Question 2: What are our greatest assets?

### Theme 2.1:

- Pupils from middle-class segment who are hand-working, self motivated and mentally tough
- Location in the heart of the city attracts bright students and competent teachers
- Qualified, dedicated and experienced teaching faculty
- Service minded staff

### Theme 2.2:

- Caring, understand & inspiring principal
- Over 60 teachers qualified, competent, and dedicated the bone-marrow of the school Catholic persons
- Central location of the school, easy accessibility and school, easy accessibility and reach ability by different modes of transport

### Theme 2.3:

- Church support and religious group management
- General public's faith in Catholic school with regard to quality, discipline and achievements in sports, ACS
- stands under the credibility and reputation of this umbrella

Theme 2.4:

- Best environment for high quality teaching and learning
- Competent and effective Principal
- Smaller pupil-teacher ratio
- Physical infrastructure and ample open space

Theme 2.5:

- Moderate rapport with stakeholders
- Team spirit among teachers
- Trust and unity
- Pupil's well being and progress at the heart

From the themes found in the discussion and workshops, the following quotes from the participants of the summit guaranteed the discovery of strengths of the school strengths. The quotable quotes included: the school was blessed by an able, efficient and effective Principal; the school had competent English, Science and Math teachers; the emphasis at Assumption College Sriracha (ACS) had always been the holistic development of the child; it was sheer joy, fun and serious business included; I was thrilled to know we had so many strengths; and we needed to build on our strengths and realized our full potential as a team. The researcher at the end of the day asked the participants to describe how they felt about the day's process in one or two simple sentences. The selective comments were given as listed: I had more energy by evening than the process started; AI is an accidental discovery for me; the process helped me

meet everyone who is connected with the school; starting the process with discovery of strengths is great and new to me; I appreciate the process's inclusiveness aspect.

According to the research results of qualitative methods, the school's strengths and assets which had been lying hidden until now were brought to the surface by the participants through the AI process of discovering the strengths which provided the "give lift to the organization." The process of carrying them and making them available to use in the future was mentioned in the three-year action plan. At this point the researcher found Whitney's, (1998) worded "the participants given the time and encouragement would explore fully what gave life and energy to the organization" coming true. The questions were set the stage for what can be found and what can be discovered (the data) (Cooperrider & Whitney, 2005). Putting these words of wisdom into action in the inquiry process yielded a rich data on the organization's strengths/assets.

The researcher also remembered how one of science teachers expressed her way of discoveries in the school. She used human anatomy for her description saying the pupils as heart, teacher the brain, management the digestive system, principal the blood, and stakeholders as eyes. The researcher found this parallel quite interesting and expected to add Appreciative Inquiry as life-giving spirit to the anatomy and completed it. The workshops and the summit caused disruptions to the normal functioning of the school yet the teachers who were overloaded with class hours were not resisting it. This was very common with AI led OD Interventions that many others (Cooperrider & Whitney, 2005, Reed J, 2007) who had used found that AI method reduced resistance to

change because it involved the people who were likely to resist as collaborators in driving the change.

#### **4.2.2 Dream—Imaginatively and Collectively Envisioning the School's Opportunities**

On the second day's morning, the researcher briefly explained that the Dream, which was imaginatively and collectively envisioning the school's opportunities, was necessary for creating a bold sharing vision as a group. The first hour in the morning was utilized to create a relaxed and peaceful atmosphere conducive to visualize images of preferred future. After the break, the participants got engaged in the task of envisioning a powerful/ideal image. The following questions was asked – How do we envision Assumption College Sriracha by 2015 (select a metaphor/image)? This imagery exercise had its roots in the AI's "Anticipatory Principle" which means as we anticipated, so we created. "Positive images of the future were so powerful that they led our positive actions – this was the increasingly energizing basis and presupposition of AI" (see Cooperrider, 1990). A powerful image of future in the mind was constantly provoking and pushing the limits. Its immediate effect was on the present behavior (Ludema, 2003). Statements of opportunities envisioned by the participants under the critical questions and five themes are shown as in the following answers.



Question 3: What are the best possible market opportunities?

The following answers are listed by discovered themes as follow:

Theme 3.1:

- Thailand growing stature as a knowledge economy demands highly skilled and talented people
- Thailand's emergence as "world pool of top quality knowledge workers"
- Rising academic standards is a worldwide phenomenon
- Escalating competition among school to evolve and deliver results
- Heightened awareness among stakeholders on the importance of good quality school education

Theme 3.2:

- This theme was viewed from three perspectives? Salaries & Allowances Management Practices and Technology

Theme 3.3:

- Obtaining the quality certification from the Office of National Education Standards and Quality Assessment
- Exposing the pupils to different educational programs in different electronic media
- to promote the school as venue for different competition
- Pro-active participation in social activities
- Celebration of Stakeholders' Day on the lines of Children's Day and Teachers' Day

## Theme 3.4:

- A reception desk served by a full time Receptionist
- A wait lobby for stakeholders/visitors
- Appointment of two full time counselors – primary and secondary one each
- Annual career counseling seminar for stakeholders to help their children choose right and relevant career path

## Theme 3.5:

- Future deliberations in the school like staff meetings, stakeholders meeting to be permeated by AI philosophy and principles
- In the courses of time AI should penetrate the organization's thinking
- ACS should become a model appreciative school organization

## Question 4: What should we do the best for the partners?

## Theme 4.1:

- Faculty exchange with other schools in the vicinity
- Pupil exchange to a limited extent
- Collaborate with member schools in multiple areas. For instance, Innovative teaching models
- Participation in common Training programs
- Exchange of notes on lesson planning /teaching modules etc.
- Explore possibility of creating and funding a research cell.

- Copy and implement others' proven success models

Theme 4.2:

- In-campus service quarters for all teachers and staff
- Break time between classes, flexibility and freedom in classroom teaching
- Opportunities for skill development & career advancement
- Recognition and reward for outstanding contribution/performance
- Updating the current website by adding more features
- Developing a tailor-made unified software for the school covering all the functions
- Personal laptop for teaching faculty enabling them to draw up lesson plans at home
- Exclusive faculty computer lab with hi-speed internet

Theme 4.3:

- Giving weight to stakeholders and teachers opinions
- Involving stakeholders in decision making on crucial matters
- Transparency with stakeholders in financial matters
- Networking with professional bodies, NGOs and research institutions in the field of education

Theme 4.4:

- Bi-annual stakeholders seminar
- Employing ICT to improve school-home partnership
- Training programs for faculty development by experts in syllabus

- Pupils' engagement in innovative ways
- Exploring possibility of collaboration with schools in Asia preferably Singapore, Hong Kong and Philippines

Theme 4.5:

- To start with promote AI by providing appropriate literature on AI models
- Portray ACS as role model of AI organization
- Give brief information on AI in the school hand book, webpage and annual report
- Publish one or two articles and testimonies of ACS teachers in the annual school magazine

From a researcher's perspective, the researcher noticed one specific change at the end of the day that stakeholders started using "vocabularies of hope" (Ludema, 2003) in their conversations. The power of the Anticipatory Principle which emphasizes on having a positive and powerful future image (Cooperrider, 2003) was witnessed in full force in the form of great excitement and energy in the participants. As Aristotle foretold "A vivid imagination compels the whole body to obey it" (cited in Cooperrider et al. 2005). Empirical researches such as placebo studies in medicine and Pygmalion dynamic in the classroom (Cited in Cooperrider et al. 2003) reaffirmed the power of the positive thinking and having positive powerful future image. The key action on this day was the democratic process employed by the participants in choosing an ideal image of the future. When the participants returned from their respective small

groups to the large group the list was too long. Almost every single one had envisioned an ideal image of their wish. Then the participants themselves authorized the supervisor and one stakeholder member to follow a process acceptable to all for choosing the ideal image of the future.

#### **4.2.3 Design—Constructing Propositions / Idealistic Statements**

On the third day of the summit the participants worked together and drew provocative propositions or idealistic statements. There were statements of what the stakeholders wanted to achieve in the future. Whitney' (1998) preferred to call them "provocative propositions that were intended to stretch the organization as it moved to realize the co-created future." They were affirmative statements that bridged the core strengths of the organization from the past (day 1 ) to the group's aspirations in the future (day 2). The statements also represented the organization's commitment to move in the agreed upon direction. Process involved 1) Brainstorming in small groups; 2) Debriefing and collating in the plenary assembly; and 3) drafting the action statements and presentation. Following are the action statements crafted by the participants arranged theme-wise and presented below.

The following five themes were selected by the researcher at the end of the AI workshops and other qualitative methods including group discussion, observation, and depth interviews.

**1. To reinvent as thinking pupils and evolving school:** It means the school's aspiration to equip all its pupils with creative, critical and analytical thinking abilities to

succeed in the face of global competition. On the other side, striving continuously to improve on the existing capabilities, the school desires to keep updating itself in accordance with the changes in the environment. In this we believe. We are a family of Assumption College Sriracha rooted in the perennial values of the Catholic Church and managed by St.Gabriel's Foundation Network having an unbending reputation in the service of the nation specifically in the spread of quality and relevant education. We take pride of our association with this philanthropic organization and its contribution to the society at large.

To this, we commit. At this defining moment we are resolute in our determination to carry forward this illustrious service in the education field. We dedicate ourselves to leap frog the school to the next generation level by continuously evolving to satisfy the demands and aspirations of Thailand's Knowledge Economy and by turning out creative and thinking pupils seeking new knowledge & competencies having an appetite for life-long learning.

**2.To promote faculty retention rich practices:** It means the school putting in place pro-employee policies and practice which will enable them to recruit and retain competent and experienced teaching faculty and staff. We are immensely aware that good quality teachers help pupils understand better, learn more and succeed in the face of stiff competition all around. In the last nine years we never forgot for a moment the tremendous responsibility on our shoulders. The outstanding achievements of some of the pupils give a telling testimony that we have given our best. At this time moment we are engaged in a process of gearing up to scale new heights. We stoutly reiterate our support and cooperation to the development plan being drawn up and pledge

unflinching loyalty to our organization in the hope of making a marked difference in the educational service to the general public.

**3.To enhance its image and credibility:** It means the school making a series of efforts aimed at promoting the school brand image in the society. The school wishes that the success of these image-promotion efforts over a period of time could result achieving credibility of the brand. Image is the value that we create in the society. Our good image is directly linked to our students' academic achievements, professionalism of teachers, management's fair practices, and state - of - the - art technology to aid students. Credibility is the value that the society bestows on us in return. We commit to give our best to enhance our image in order that our credibility is proportionately increased and maintained.

**4.To improve school service quality:** It means the school's various measures undertaken with a view to give more value for money to the stakeholders besides the routine classroom teaching and mandatory basic facilities offered by every other school in the field. The service stands out to the extent that this aspect gives a competitive edge over rival schools. This is the Age of the Enlightened Customer. And this new breed of customers continually evaluates the services received in terms of satisfaction in relation to the price paid for the service. Service quality is a core competitive and differentiating tool for success and sustainability of the organization. At ACS we pledge to undertake periodic assessment of the service quality delivered and make every effort to enliven and improve the service quality in order that we exceed the expectations of our customers.

**5.To build an appreciative school organization:** It stands for the schools' stakeholders imbibed in Appreciative Inquiry principles and approach conducts the affairs in the organization permeated in AI spirit in word and deed. AI is empowering, energizing and endearing to all stakeholders. AI practices engage all the stakeholders in decision making process. AI is nurturing the teaching and learning atmosphere in the school. Therefore, we the stakeholders declare our complete cooperation and support; commit active participation in implementing AI practices in all facets of our school ethos. In the quotable quotes mentioned below captured by the researcher one can see the recurring theme appreciated by participant after participant. It is the sense of engagement and empowerment that the AI process gives which is valued most by the stakeholders. The words of the Principal reiterate the words of many of the AI practitioners who have experienced that AI method gives everyone an equal chance and a level playing field.

As Cooperrider, (2003) emphatically pointed out "inquiry and change are not truly separate moments, but are simultaneous." The researcher recognized the Principle of Simultaneity operating visibly in the morning of day 3. As the participants arrived for the session, they started greeting each other and engaging in small talks in the corridor. This was in marked contrast to day 1 in which the participants arrived with a stern face and hardly exchanged glances at others. When they were asked to go into their respective predetermined groups they needed to be persuaded by the principal and the supervisor. All that changed. Stakeholders started relating to others whom they had ignored, engaged themselves in animated talks and while the session was convened in the main hall they were already seated according to their groups.



The researcher on his part decided to sustain and build on the new relations forged at the summit even beyond the summit days. On the fourth day evening, instead of seeking evaluation from the participants the researcher made a list of e-mail ids of the participants and gave a copy one each with a request to them to stay in touch as often as possible. This gesture was well received. In the researcher's opinion AI is a counter culture to this phenomenon. Today's AI process of articulating the envisioned shared image of the group is golden phase of AI process. This is recognition of human dignity, respect and empowerment leading to the betterment of everyone's lives.

#### **4.2.4 Destiny—Measurable Results by Originating the School Development Plan**

On Day4, the researcher organized the last day by the following activities: Participants going into respective groups, read the summary, and share their thoughts; After the break go back to their groups, discuss and generate possible actions; In the large group possible actions from small groups are shared and listed down; After the lunch break possible actions are summarized and a skeleton action plan is sketched out; Participants verbally give their commitment and assure cooperation to the plan. They authorize the supervisory team to finalize the plan and present it at the stakeholders meeting in the new academic year; Thanks giving and closing the summit; The researcher committed to do everything in my capacity as an executive authority to make the plan effective. The final output of the AI summit and the school development plan were approved by all the stakeholders.

The basic structure of the plan revolves around the five themes - one page being devoted for each of the theme/ objective. The plan sets out to each of the stakeholder group, namely, teachers, pupils and management clear sub-objectives derived from the main objective, strategies for attainment, success indicators, financial budget, and a time frame. In order to ensure implementation and compliance the plan names people responsible for achieving the objectives.

The purpose of the development plan is to equip and bolster the school to counter the internal and external challenges as described in Chapter I and accomplish a holistic growth in the next three years. Each of the five objectives is specifically directed toward the achievement of this end.

**Objective No.1: Assumption College Sriracha to reinvent as “thinking pupils and evolving school”**

This objective aims to equip the pupils to the demands of the globalization and knowledge age economy by inculcating in them creative, critical and analytical thinking skills. The school on its part strives continuously to adapt and grow in the right direction in order to meet the shifting changes/ opportunities in the environment.

**Highlights :**

- Training programs for teachers to develop various thinking skills
- Critical reasoning skills during regular Mathematics, Science, and English classes
- Helping children to creatively connect class lessons with real life situations
- Improve self learning skills and express in creative metaphors

- Management to provide a high quality learning environment

**Success indicators:** improved scores in English, Mathematics, and Science, teachers exhibiting greater self confidence due to training and students doing homework creatively.

### **Objective No.2: To implement faculty retention - rich practices / strategies**

These objectives are aimed at decreasing the teacher turnover and improve their staying in the school

#### **Highlights:**

- Make aware the vision, mission and values of the school & society's founder
- Principal to act as role model, motivator and inspiration
- Freedom and freebies for teachers
- Admitting more children from middle-class segment
- recognition & rewards by management

**Success indicators:** Low turnover, more job satisfaction among the existing and positive school climate.

### **Objective No.3: To enhance school image and credibility**

This is a critical objective as it implies unless the school has credibility and image in the society competent teachers would not join and middle class stakeholders would not seek admission. Therefore, image building is very crucial in the hyper competitive environment for the school.

#### **Highlights**

- Emphasis on core values and beliefs

- Teacher exchange programs and financial assistance for research works
- Extensive use of ICT in knowledge transmission
- Students taking part in national and international level competitions
- Quality certification by the Office of National Education Standards and Quality Assessment

**Success indicators:** more stakeholders seeking admission and more students giving competitive exams.

#### **Objective No.4: To improve school service quality**

This objective intends to give the school a competitive advantage over its rivals by improving stakeholders' satisfaction toward various services offered by the school.

##### **Highlights**

- Class Teacher - Stakeholders link via website
- Remedial classes and differentiated learning techniques
- Management to diligently listen to the opinion of stakeholders,
- Investment in ICT and subscriptions to digital /online libraries,
- Celebration of stakeholders' day,
- Career counseling seminars and improving facilities for principal/teacher and stakeholders interaction

**Success indicators:** Appreciation from stakeholders, improved communications and media talking about the services

**Objective No.5: To build an appreciative school organization**

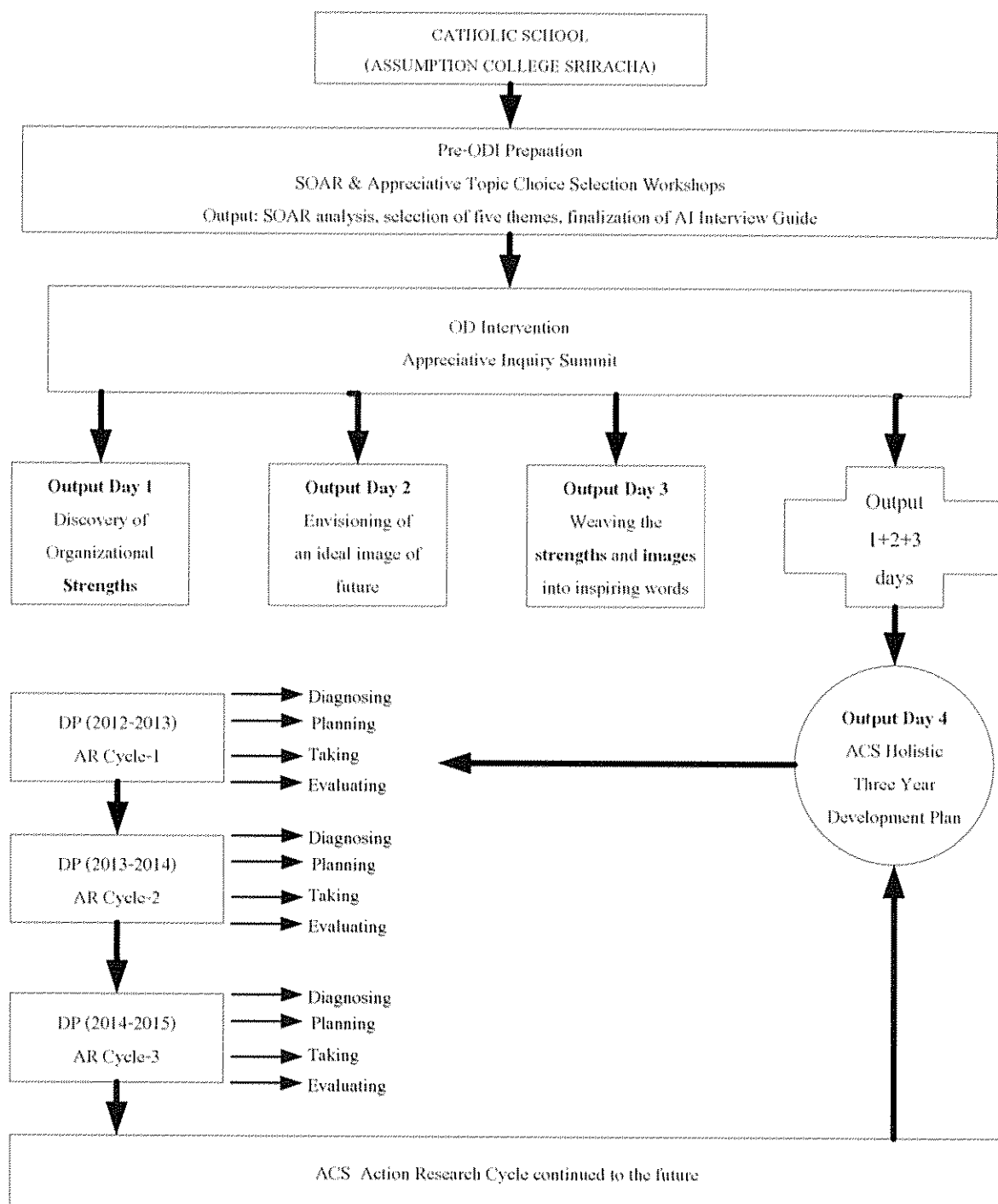
The idea behind the objective is to embed appreciative inquiry principles into the administrative practices in the school among the stakeholders and finally evolve the school as a show piece to member - schools.

**Highlights**

- Indulging in affirmative and appreciative conversations in workplace
- A few senior teachers specially trained in AI
- School meetings like staff, stakeholders, among teachers be held rooted in AI
- Pupil goal setting using SOAR framework
- Management to gradually democratize the school

**Success indicators:** a climate of trust and team spirit in the workplace, a sense of worth and empowerment among stakeholders, students getting more comfortable with teachers, fundamental shift in thinking pattern and power paradigm.

The development plan was a road map for the school. It provided focus, direction and inspiration for the school to take a leap from “where it is” to “where it envisioned to be”. This comprehensive plan is made up of inputs from the stakeholders at the AI Summit and results from the Pre- ODI survey on service quality of the school. The final touches to the plan were given by the Principal, the Academic Supervisor and the stakeholders President. Finally, the researcher in order to ensure adequate oversight and evaluation has placed the plan in an action research loop embracing four dimensions – diagnosing, planning, taking, and evaluating as illustrated in Figure 4.4.



**Figure 4.1 Development Plan Placed in Action Research Loop**

The action research loop shows the methodology used in this research, which involved four stages: Constructing, Planning Action, Taking Action, and Evaluating

Action. Working of the Action Research Cycle shown in Figure 4.1 in the development plan: take the case of training program for teachers to develop thinking schools as an example. First, diagnosing at many ways of doing it or look how others in the field have done it and study their success. Second, planning of the best option and choose it in discussion with others. Third, taking actions were about launching AI workshops and SOAR activities to the stakeholders. Finally, evaluating was about the impacts of ODI activities and the success/failure of the interventions. Keep the cycles repeating until all the stakeholders were trained and tangible results were seen. This path held good for each strategy in the school development plan.

### **4.3 AI Values Differences**

In this study, the AI Summit was a large-scale meeting process that focused on discovering and developing the organization's positive change core and designing it into the organization's strategic processes, systems, and culture. The differences of AI values were found because participation was diverse by design and included all of the organization's stakeholders. AI served as the framework for an AI summit. The term appreciative described the mode of the inquiry: the inquiry was conducted with a valuing lens, an appreciative eye. Appreciative Inquiry surfaces universal, transcendental values: the good, the true, and the beautiful in living systems. The deliberate choice of affirmative language and artful design has people not only connecting to peak experiences in sharing their stories with others, but also anticipating a future filled with inspiring possibilities. The AI summit could be used to conduct the Dream and Design phase if data were available from the Discovery phase. Many

variations were possible; therefore, planning, creativity, and flexibility were required. On day 4 the researcher observed “vocabularies of hope” replacing previous days of “deficit talks”. It was also a day of drama in the sense that a few of the cynics turned supporters of AI. As one new convert put it, “the AI seminar signals a wave of reforms in the school. In that case, the researcher gave the commitment to the plan and willing to walk the extra mile to make it a success.” The power of positive image of the future infused the participants with a lot of energy and they curiously engaged in the process finding relevant possible actions. It was quite clear that the participants expected concrete actions and results from this long exercise. The Principal on his part did not let them down. He made a statement that beginning new academic year a child counselor will be appointed exclusively for secondary section. This gesture was well received by the participants.

A few days following the summit, the researcher in a private conversation brought to the notice of the Principal the scathing remark from a stakeholder. The Management keeps boasting of the huge physical infrastructure, play ground and security. In stakeholders, when we raise issues like lack of computers, poorly equipped science labs, indifferent attitudes of some class teachers and a report on utilization of money paid by us by way of School Development Fees we don't get satisfactory response from the Principal. Much needs to be done.

According to the researcher, these and a few others stakeholders' insidious words and frustration vented out by teachers in respect of technology - linked facilities during the summit clearly established the gap in the perception on service quality related issues between the school authorities on the one side, the teachers and students/



stakeholders on the other. The researcher therefore assured the Principal that these issues would be addressed in the upcoming development plan to the satisfaction of the stakeholders. The individual strengths /assets of the organization as they are collected during the AI summit get solidified into one critical energy mass, which is channelized successfully through the development plan to the benefit of all stakeholder groups.

In summary, the Organization Development Intervention was a watershed in the history of the focal organization as it marked the beginning of a paradigm change embedded in Appreciative ethos. The change of Assumption College Sriracha (ACS) was not an end event, but an on-going process.

## CHAPTER 5

### Summary, Conclusions, and Recommendation

In this study, Innovations of Appreciative Inquiry (AI) in Organizational Operations and Service Quality Improvement in Catholic School, the OD intervention on the school service quality originated an innovative development model of AI for a case study of Assumption College Sriracha. This chapter is organized under conclusion and recommendations. The researcher conducted the Pre-ODI, ODI, and Post-ODI methods. Appreciative Inquiry (AI) through Affirmative Topic Choice in workshops and SOAR approach was a proven process and learning process for aligning strengths, building trust, establishing team norms, and creating visions and goals which would be all more effective when grounded in Appreciative Inquiry processes.

#### 5.1 Summary

As the stories presented in the previous chapters, Appreciative Inquiry is a powerful process for meaningful community planning and development. Its unconditionally positive stance is an easy invitation to people who might not otherwise engage or share their ideas and opinions. Its strength-based approach energizes stakeholders and builds community confidence in bold futures. From getting started through Discovery, Dream, Design, and Destiny, the AI 4-D cycle can be tailored to address the unique context and challenges of each community. In all communities, as in organizations of all types, Appreciative Inquiry fosters openness to learning a willingness to meet the other, and a capacity to create life-affirming ways of going

forward together. The context of this study is about 67 year-old school organization. The management of the school is faced with many internal and external problems and is finding it unable to resolve them. The school is using the traditional annual planning model which has many weaknesses and limitations; therefore it failed to live up to the challenges facing the school. Its main weakness consisted in the planning process which is done by a handful of people and limitations in the sense it just confined to the routine tasks and nothing more. In this difficult situation, the researcher proposed to the school management an alternate planning model which will be done by opening up a new planning process. This plan eliminated the limitations found in the annual planning by taking a holistic perspective of the organization and removed the weaknesses by engaging all the stakeholders in collaborative manner in formulating the plan. This innovative process is called Appreciative Inquiry which is a strengths-based, whole-organization change methodology.

## **5.2 Conclusion: Pre OD Intervention**

In this study, moving from a powerful image of the preferred future to an organization that lives and breathes the essence of the provocative propositions is a process that takes many forms. The challenge is to co-create with the client a process of organization redesign, unique to the organization's culture, that avoids the trap of a mechanistic, problem-solving world view. The Organization Development Intervention (ODI) was led by Appreciative Inquiry (using SOAR framework) Approach. The soil for conducting a successful AI led OD Intervention was cultivated seven months prior in a four-day session on SOAR. This gave the participants a pre-taste of AI.

Furthermore, it helped the researcher in choosing teachers and trains them in the techniques of conducting skilful Appreciative Interviews. These AI interviews assisted the researcher in facilitating successful Appreciative Inquiry Summit.

Following the SOAR session, the researcher set four specific objectives for the study: first, to assess the existing Strengths, Opportunities, Aspirations and measurable Results (SOAR) present in Assumption College Sriracha; second, to originate a three-year development plan for the school using Appreciative Inquiry Method (using SOAR framework); third, to determine the current level of service quality in the school; and finally, to determine the effect of OD Intervention on the service quality in the organization. With the aim of measuring and recording the current level of school service quality the researcher constructed a survey questionnaire. This survey instrument was modeled on the popular SERVQUAL scale and adapted to meet the needs of the study. The instrument was subjected to reliability test and thereafter, it was distributed to a sample population of 464 and data gathered.

### **5.3 Conclusion: The OD Intervention**

Assumption College Sriracha's Organization Development Intervention (ODI) through Appreciative Inquiry was built on several assumptions. The first assumption was that the central principles of the school were the clarity about the ultimate impact of the work, the core values that were shared, and a common mission of a group of people who worked together to meet the mission and goals of the school. These critical ingredients provided the foundation for the school. Without clarity and consensus on these ingredients, no amount of the school excellence related to task and management

would ensure survival. Therefore, the premier task of the school's stakeholders was to carry on a continuous dialogue making meaning of their work. The second assumption was that the staff members who worked in the school were called the team and were seen as the coordinating body for the network organization. The third assumption was that in addition to the core of the school and the leadership network, there were key areas for inquiry on the ways the school organized its work. Inquiry into these areas enables groups to discover the life-giving forces, success stories, and generative spirit of their school.

In the first phase of ODI, the intervention opened in the form of Affirmative Topic Choice Workshop. In this one-day event thirty select participants representing the stakeholders of the organization take part. The participants use the AI generic questionnaire in their interviews and deliberations. The core output of this workshop is choosing of five themes as the focus of further inquiry by consensus. The themes: Assumption College Sriracha: 1) To reinvent as "Thinking pupils and evolving school"; 2) To promote faculty retention rich practices; 3) To enhance its image and credibility; 4) To improve service quality delivery; and 5) To build an appreciative school organization embedded in AI principles and practices.

The second and all important phase of the OD Intervention takes the form of Appreciative Inquiry Summit (AIS). This path-breaking Summit so far as the school is concerned registers 464 participants giving voice to all the concerned stakeholders and spans for four days. The participants facilitated by the researcher and ten co-researchers during this period conduct appreciative interviews on each other and make a discovery of a treasure trove strengths/assets of the organization, collectively envision an ideal

image of the organization they wanted to co-create in the future, weave their dreams into inspirational action statements and culminate their discoveries, dreams and designs by investing it in an action-oriented-time-oriented-time-bound development plan. The table 5.1 gives a brief idea of the OD Intervention activities, the objectives and the outcome.

**Table 5.1: The OD Intervention activities, objectives and outcome**

OD Intervention	Objectives	Outcome
<ul style="list-style-type: none"> <li>▪ SOAR Analysis</li>   <li>▪ Affirmative Topic Choice Workshop</li> </ul>	<p>To get to know the strengths, opportunities, aspirations and measurable results present in the organization</p>	<ul style="list-style-type: none"> <li>▪ Matrix listing SOAR</li>   <li>▪ Five themes are selected by consensus</li> </ul>
<ul style="list-style-type: none"> <li>▪ Appreciative Inquiry Summit (using SOAR framework)</li> </ul>	<ul style="list-style-type: none"> <li>▪ To select the focus of inquiry</li> <li>▪ To draw up AI Interview protocol</li> <li>▪ To identify and train AI interviewers.</li> <li>▪ To form groups and committees</li> </ul>	<ul style="list-style-type: none"> <li>▪ AI Interview guide is drawn up</li> <li>▪ Ten AI Interviewers are identified and trained</li> <li>▪ Task specific logistics committee is formed</li> </ul>

**Table 5.1: (Cont.) The OD Intervention activities, objectives and outcome**

OD Intervention	Objectives	Outcome
<ul style="list-style-type: none"> <li>▪ SERVQUAL</li> <li>Tangibles</li> <li>Reliability</li> <li>Responsiveness</li> <li>Assurance</li> <li>Empathy</li> <li>Fees</li> </ul>	<ul style="list-style-type: none"> <li>▪ To craft a holistic three year development plan.</li> </ul> <p>To determine the effect of OD Intervention on service quality in terms of stakeholders' satisfaction</p>	<ul style="list-style-type: none"> <li>▪ Development Plan is formulated</li> </ul> <p>A comparison of the Pre and Post test Means shows improvement in service quality in four out of the six dimensions</p>

#### 5.4 Conclusion: Post ODI findings

The third and final phase consists of the Post-OD Intervention activities. The researcher once again sends out the same survey instrument to the same subject group, gathers, analyzes and compares the results with Pre ODI result to evaluate the effect of the OD Intervention on the service quality. Thereafter, the output from the qualitative and quantitative methods is validated by member checking method. The following are the post-ODI findings of the study. The researcher studied the effect of the OD Intervention on the service quality in terms of stakeholders' satisfaction and gives an account of the findings. The details of the summary of overall stakeholders' satisfaction toward service quality before and after the ODI are shown in table 5.2 below.

**Table 5.2: Summary of overall findings of stakeholders' satisfaction toward service quality**

<b>Service Quality Dimension</b>	<b>Compare</b>	<b>Mean</b>	<b>Rating Level</b>	<b>Improvement/decline</b>	<b>Result of ODI</b>
Tangibles	Pre	3.4071	Agree	Improvement	<b>Effect</b>
	Post	4.4535	Strongly Agree	1.0465	
Reliability	Pre	2.9379	Neutral	Improvement	<b>Effect</b>
	Post	3.9890	Agree	1.0511	
Responsiveness	Pre	3.2131	Neutral	Improvement	<b>Effect</b>
	Post	4.2078	Strongly Agree	0.9947	
Assurance	Pre	3.1110	Neutral	Improvement	<b>Effect</b>
	Post	4.1379	Agree	1.0270	
Empathy	Pre	2.7741	Neutral	Improvement	<b>Effect</b>
	Post	3.7986	Agree	1.0245	
Fees	Pre	2.7660	Neutral	Improvement	<b>Effect</b>
	Post	4.0177	Agree	1.2518	

According to table 5.2, it is found the tangibility dimension has increased by 1.0465 in the average mean value following the OD Intervention by the researcher meaning a slender fall in the respondents, satisfaction toward the aspect. This is typical



of a successful Appreciative Inquiry led OD Intervention. Leading AI researcher cum practitioner Ludema, (2001) attributed this to the after-effects of AI Intervention. According to him, the AI method leads to the soaring of the expectations among participants. Thereupon, whatever happens in the organization the stakeholders see it through the lens of “AI” and evaluate the services. Expressed in terms of metaphor, nuclear energy can be turned to power generation to improve the living standards of millions of people or production of a nuclear bomb for the genocide of masses. In a similar manner, AI can take an organization to the pinnacles of success or wipe out an organization without leaving any trace if the management does not strive to live up to the expectations of its customers and employees. As per table 5.2, it is found the Post-ODI the average mean value for the reliability aspect has increased by 1.0511 indicating an increase to that extent in the satisfaction of the stakeholders. This clearly Proves that the AI Intervention has been successful in improving mutual reliability among stakeholders. This enhanced trust has given the stakeholders a feeling of greater reliability toward the organization.

As given in table 5.2, the average mean value of the responsiveness aspect has witnessed a sharp increase of 0.9947 suggesting an increase in the satisfaction of stakeholders to that extent following ODI. This sharp increase in the satisfaction may be attributed to the AI Summit. The Summit, held for the first time in the history of the school, provided a common platform for all the stakeholders to express freely their opinions, hopes and dreams to the right category of people (the management) holding power and in control of finances to change the situation. The development plan serves as an icing on the cake. As found in table 5.2, under the assurance dimension the

average mean value gained 1.0270 following the OD Intervention meaning an increase in the satisfaction to that extent for this segment. Again the rise of mean value emphasizes the utility of AI process as an OD intervention method in building bridges and mending fences between stakeholders sharply divided in their interests. In other words, following AI Summit the stakeholders feel much more assured.

The average mean value for the empathy dimension as shown in table 5.2 has marginally increased by 1.0245 meaning an insignificant increase in the stakeholders' satisfaction toward the factors under the dimension. Consequently, it means the AI Intervention has made a feeble effect on this dimension.

The average mean value in the fees dimension according to table 5.2 has seen a increase by 1.2518 meaning a decline in the satisfaction of stakeholders to that extent following OD Intervention, This is a grey area specifically concerned to the management and the principal. They have to undertake necessary right steps to drive out this deficit feeling of the stakeholders. The quick implementation of development plan is one such right step in the right direction.

In a nut shell, following the OD Intervention by the researcher all dimensions show improvement, from the Pre-ODI levels. The AI Summit as an OD Intervention was a watershed in the history of the School. The AI led OD Intervention process created a positive atmosphere for change within the organization and inspired hope in the participants with regard to the future. The AI platform permitted 100 plus stakeholders to forge enduring symbiotic relationship with other stakeholders. The AI summit viewed from the school management perspective presented an unparalleled opportunity to interact freely with stakeholders, teachers and the staff and understand

each stakeholder's actual needs, desires and expectations. Common grounds for working and commitment to a commonly co-created goal replaced usual complaining and whining. Briefly stated, the participants of the summit regarded the AI approach as a positive and viable OD Intervention process. An appreciative momentum has been generated in the school. In so far as the school is concerned, the holistic development plan heralds a new decade of all round improvement and growth. In the course of crafting the plan, the school opened up a new process in planning itself by inviting all the stakeholder groups. In this way, it effectively eliminated the weaknesses and limitations in the year-on-year planning model. The plan was formulated based on the discovery of organization best practices, strengths and assets, envisioned ideal image and aspiration statements declared by the stakeholders in a collaborative process. The plan's core strength is, it is co-created, co-owned and co-committed by all the stakeholders. Overall, the development plan is a clear road map leading the school's stakeholder to their envisioned future image.

The plan revolves around the five themes selected at the ATC workshop. Each of the themes is sub-divided into three sub-objectives specifically intended to be accomplished by each stakeholder group. The plan has well laid out strategies, established success indicators to measure success, a time frame, financial budget and in order to avoid 'passing the buck' has tasked people with roles and responsibilities. Overall, the structure resembles a feasible action plan.

Every activity in a school revolves around student academic achievement. It is the heart of a school and everything else is dependent on this critical factor. The unprecedented changes due to globalization, rise of knowledge-based economies,

spectacular advances in science and technology; has placed more demands on the younger generation. In order to meet these serious challenges the plan has multiple programs for embedding young students with creative, critical and analytical skills, self-learning abilities, learning-by-doing, promoting familiarity in the use of sophisticated technology and most decisively achieving excellent grades in Science, English, and Mathematics.

Fully aware of the vital role of teachers in the dissemination of knowledge to students and the serious negative consequences of high turnover on student learning, the plan has rolled out a number of measures to recruit and retain competent and experienced teachers. The retention-rich practices outlined are gradual implementation of administrators recommended salary & benefits, in-campus service quarters, opportunities for professional development, recognition & reward for outstanding performance, personal laptop for lesson planning and exclusive faculty computer lab with hi-speed internet. By introducing these steps the plan intends to shut the revolving door on teachers.

A school exists for the sake of helping students learn. Therefore, it is called as temples of learning. It is pertinent that such an atmosphere contributing to high quality teaching and learning is created is created by the school management. The management on its part, looking forward to the implementation of the plan in order to create a stimulating working environment, put in place fair employer practices, constantly undertake actions in the direction of improving school's image and credibility besides being able to evolve to meet the demands and expectations of Thailand's growing stature as leader of Knowledge Economy. The plan has emphasized investments in

hardware and software, subscriptions to on-line learning resources, upgrading school website, the certification from the Office of National Education Standards and Quality Assessment, and various infrastructure improvement programs. It is hoped these steps will help in improving school's image and credibility and also improve stakeholders' satisfaction toward school service quality.

The development plan as a model of the Appreciative Inquiry practices tend to be ingrained at Assumption College Sriracha (ACS). The plan lays out measures such as training a few teachers in AI methods, conducting staff & stakeholders meetings following AI's inclusive approach, indulging in appreciative and affirmative dialogue in work place, helping students goal-setting using SOAR framework, and finally recording and taking the AI success stories through school magazine, student handouts and sharing in the inter-school meetings. The researcher has drawn up the conclusions from the hypothesis testing as shown in table 5.3 below.

**Table 5.3 Conclusions of Hypotheses Testing**

<b>Null Hypothesis Statement</b>	<b>Level of Significance</b>	<b>Results of Null Hypothesis Testing</b>	<b>Conclusion</b>
H <sub>01</sub> : There is no significant difference between Pre-ODI and Post-ODI on the level of service quality in the dimensions:			

**Table 5.3 (Cont.) Conclusions of Hypotheses Testing**

<b>Null Hypothesis Statement</b>	<b>Level of Significance</b>	<b>Results of Null Hypothesis Testing</b>	<b>Conclusion</b>
(a) Tangibles	< 0.05	Reject	ODI has effect on service quality
(b) Reliability	< 0.05	Rejected	ODI has effect on service quality
(c) Responsiveness	< 0.05	Rejected	ODI has effect on service quality
(d) Assurance	< 0.05	Rejected	ODI has effect on service quality
(e) Empathy	< 0.05	Rejected	ODI has effect on service quality
(f) Fees	< 0.05	Rejected	ODI has effect on service quality

Overall, it could be concluded from the testing of hypotheses that in all cases of hypothesis, the null hypothesis is rejected meaning by that the Appreciative Inquiry (AI) / SOAR as OD Interventions made statistically significant difference on the school service quality in terms of stakeholders' satisfaction. For this study the researcher has used both qualitative and quantitative data. The qualitative data constituted the heart of the plan. The quantitative data revealed the stakeholders' satisfaction toward service quality in the school. Since results from both types of data have been built into the output of the research which is the three-year Development Plan, it is far more valuable, reliable and credible.

### **5.5 Recommendations**

In this study, based on the results from the AI Summit and the survey results following OD Interventions, successful organizations often share an important characteristic – they make every effort to ensure the satisfaction of their customers (Boone and Kurtz, 2000). Following OD Interventions, stakeholders' satisfaction with the service quality of Assumption College Sriracha (ACS) at all six aspects of the school services was found as better improvement. The school administrators have to take the development plan seriously and implement the measures in all its earnestness. They should constantly strive to evaluate and leverage the level of service quality in order to become a successful organization and further sustain its success in the long haul. The quality accreditation proclaims that the organization has a standard procedure for every part of its activities. That it follows the procedure every time, that it measures its own performance periodically; and that it constantly strives to make improvements.

The AI summit revealed the practice of securing the certification in school education is fast catching up among school. A move to obtain this certification is in the best future interests of the school. The school can well publish this as a propaganda tool to secure competitive advantage and creating a quality-guarantee image for the organization. It is heartening to note in the Development Plan budget has been allocated and persons assigned for this task.

### **5.6 Recommended Model of the School Development Plan**

An accurate estimate of expectations of customers (stakeholders) by the management is the first step in the right direction to address issues relating improving service quality. In this sense, AI summit provided an unparalleled learning experience for the management to understand the expectations of the stakeholders. It is recommended, the administrators of Assumption College Sriracha (ACS) being a group of people use AI platform from time to time to understand the gaps in their perception. This, in turn will help them in organization of resources by investing in specific areas. At a macro level, they can even think of a drawing up a Master Development Plan for all the educational institutes under their administration. This would enable them optimum utilization of financial, personnel resources at their command besides providing them with a steady and uniform growth of all the institutions. Table 5.4 illustrates the activities to be undertaken post ODI for accomplishing the recommended model of the ACS school development plan.



**Table 5.4: Recommended Model of the School Development Plan**

Post ODI	Recommended ODI	Expected Future Outcome (Success Indicators)
<ul style="list-style-type: none"> <li>▪ Assumption College Sriracha (ACS) three-year development plan</li> </ul> <p><b>Selective Themes:</b></p> <ul style="list-style-type: none"> <li>- Assumption College Sriracha to reinvent as “thinking pupils and evolving school”;</li> <li>- implement faculty retention-rich practices/strategies;</li> <li>- To enhance school image and credibility;</li> <li>- To improve school service quality;</li> </ul>	<ul style="list-style-type: none"> <li>▪ ODI Action research Cycle-1 (2012 - 2013) Constructing/Diagnosing, Planning, Taking, and Evaluating</li> <li>▪ ODI Action research Cycle-2 (2013 - 2014) – Constructing/Diagnosing, Planning, Taking, and Evaluating</li> <li>▪ ODI Action research Cycle-3 (2014 - 2015)—Constructing/Diagnosing, Planning, Taking, and Evaluating</li> </ul> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>▪ Constant oversight</li> <li>▪ Periodical evaluation</li> <li>▪ Regular feedback</li> <li>▪ Appropriate amendments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Realization of all the goals set out in Assumption College Sriracha (ACS) development plan</li> <li>▪ A long-term positive change in ACS: increase stakeholders’ satisfaction; enhance productivity; increase levels of communications among stakeholders; decrease turnover; stimulate creativity; and align the whole ACS around its vision, mission, objectives, and strategies</li> </ul>

**Table 5.4: (Cont.) Recommended Model of the School Development Plan**

Post ODI	Recommended ODI	Expected Future Outcome (Success Indicators)
- To build an appreciative school organization		<ul style="list-style-type: none"> <li>▪ Excellent service quality as a tool offering sustainable competitive advantage</li> <li>▪ The plan for steady and uniform growth of all educational institutes under the school's management</li> <li>▪ ACS as a leading brand in the market</li> </ul>

In the Table 5.4, the Action Research Cycles 1, 2, and 3 are meant to serve as monitoring mechanism to reinforce the strategic measures outlined in the development plan for the achievement of the objectives. Very few investigations/studies have taken the trouble to measure and capture in quantitative terms the real time benefits that accrued to the organization as a result of AI led intervention. It is recommended that the future researchers/practitioners of AI would better combine their works along with appropriate statistical techniques and record the results the results they have achieved. This would lend greater credibility to the studies and possibly convince the skeptics of

the efficacy of the technique/method. This study combining qualitative and quantitative methods is a small step in this direction. Despite the importance of measuring service quality in education sector, there is a dearth of empirical research in this area. Expanding privatization points to a glut of privately-owned schools indulging in ruthless and aggressive competition in the future. School in this situation will increasingly try to follow differentiation strategy in order to survive, succeed and outperform one from the other. One promising area where school would try to outdo one another will be service quality delivery.

This research has evaluated service quality from the point of view of stakeholders' (customers) satisfaction. This is a partial or one-sided evaluation. To get the whole and correct picture, it must be evaluated by service users and service providers back-to-back. Moreover, the future research will be able to employ two survey instruments and SERVQUAL approach to obtain the data. A comparison of results from these two prominent test instruments may stand out as an ideal model of measurement of service quality in education. At a later stage, researchers could think of developing an exclusive and standard instrument/scale for measuring service quality in the schools. It presents many challenges but the urgent necessity in the developing conditions justifies the need for one such invaluable help for the schools. Finally, the researcher suggests that other schools around the world, which have similar contextual environment and factors use the formulated Organization Development Interventions through Appreciative Inquiry workshops and SOAR activities for improving the service quality and schooling development plan effectively.

## EPILOGUE

In February 2011, ELEVEN O'CLOCK AT NIGHT, there I was standing in the front yard of St.Gabriel's Foundation Headquarters' building. I could not sleep because I wasn't sure I could conduct the important work of my doctoral study. The work was the dissertation on Innovative Application of AI/SOAR as Organization Development Intervention (ODI) on Organizational Operation and Service Quality Improvement in a Catholic School. Fortunately, I had a chance to attend excellent courses of the Ph.D. program in Organization Development at Assumption University, Thailand. I met great professors of the program, especially, Dr. Perla Rizalina M.Tayko who was my advisor of the study helped give advice on my dissertation.

A fundamental idea underlying the dissertation is that AI / SOAR as OD Interventions provide transformation and the school's service quality improvement through the new model of action research. The researcher found that the AI workshops allow the participants to select the Affirmative Topic Choice (ATC), which the stakeholders are able to set appreciative themes using in the school's development plan, and can implement the plan effectively. The Pre-ODI survey and the Post-ODI survey are necessary to measure the outputs of the OD Interventions. The surveys guarantee that the OD Interventions work very well at a school level.

After completing the dissertation, as the researcher, I would like to thank all teachers and the stakeholders of Assumption College Sriracha (ACS) for hard working with me. I believe that although the context in which I will be living is different from what it is, the AI/SOAR as ODI that I introduced in the study can be applied for the

similar contextual environment to ACS. I decided to move forward to expand what I have learned from the Ph.D. program in Organization Development to live up to the promise of higher quality education for all students. This remains my goal, and it should be the developing nations' goal as well.

February 17, 2012, EIGHT O'CLOCK AT NIGHT, there I am standing in the front yard of St.Gabriel's Foundation Headquarters' building, and I hope that I will be able to sleep well.

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## Appendices

### Questionnaire

A Satisfaction Survey on human resources of Assumption College Sriracha toward services provides in several dimensions.

#### Part 1: What do you think about the following items?

Expectation					My level of satisfaction of service quality on:	Actual				
SA	A	UD	D	SD		SA	A	UD	D	SD
					<b>Tangibles</b>					
(5)	(4)	(3)	(2)	(1)	1. The school is conveniently located and easily accessible.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	2. The school has physical infrastructure (bldg, equipment, lab, library, dormitory, etc.).	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	3. The school has environment supportive learning.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	4. The school campus is kept neat and clean.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	5. The school has ample open space.	(5)	(4)	(3)	(2)	(1)
					<b>Reliability</b>					
(5)	(4)	(3)	(2)	(1)	6. The principal is an able educational leader.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	7. The teaching faculty is experienced and competent.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	8. The school emphasizes English in curriculum.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	9. The school promotes creativity and entrepreneurial talent.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	10. The school has internal inspection and elements about integration.	(5)	(4)	(3)	(2)	(1)
					<b>Responsiveness</b>					
(5)	(4)	(3)	(2)	(1)	11. The principal communicates accurately and clearly.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	12. The school conducts regular programs and activities.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	13. The administrative staff give needed information.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	14. The school values the opinions/ideas of the parents.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	15. The school appreciates and awards meritorious students (good behaved, distinguish in sports, etc.).	(5)	(4)	(3)	(2)	(1)
					<b>Assurance</b>					
(5)	(4)	(3)	(2)	(1)	16. The principal is trustworthy and assuring.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	17. The school conducts interaction with parents at regular intervals.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	18. The school maintains strict discipline & emphasizes values.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	19. The school campus is safe for my children.	(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)	20. The school conducts the quality curriculums.	(5)	(4)	(3)	(2)	(1)



## 5. Personal monthly income (Baht)

 Less than 10,000 10,001 – 20,000 20,001 – 30,000 30,001 – 40,000 40,001 – 50,000 More than 50,000

## 6. Field of work.....

Thank you very much for you cooperation